



NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION

UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN

MANUAL

FOR THE PREPARATION OF RESEARCH INSTITUTIONS FOR

INSTITUTIONAL STATE ACCREDITATION



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**National Quality Assurance Agency for Education
under the Administration of the President of the Republic of Uzbekistan**

MANUAL
for the Preparation of Research Institutions for
Institutional State Accreditation

Tashkent-2026

This guide was developed by the National Agency for Quality Assurance of Education under the Administration of the President of the Republic of Uzbekistan and contains methodological recommendations for the effective organization of internal (self-) assessment of educational organizations in the process of Institutional State Accreditation of state and non-state higher education and scientific organizations operating in the territory of the Republic of Uzbekistan, regardless of their departmental affiliation and organizational and legal form.

The manual covers theoretical and practical recommendations for assessing the compliance of higher education and scientific organizations that provide postgraduate education with state educational standards and accreditation criteria, as well as for their improvement and alignment with international standards.

The manual describes the procedure for analyzing educational organizations in terms of areas, criteria and indicators of Institutional State Accreditation assessment, generating the necessary information, and identifying evidence and documents substantiating the assessment results.

This manual serves as a practical and methodological resource for heads of educational organizations, heads of education quality assurance departments, and professors and teachers in preparing educational organizations for Institutional State Accreditation.

This manual is advisory in nature and is regularly updated based on suggestions and feedback from higher education organizations.

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Acronyms used

Abbreviations	Contents
IRC	Information Resource Center
ICT	Information and Communication Technologies
DTS	State Educational Standard
HEMIS	Educational Process Management Information System
LMS	Learning Management System
OTKT	Higher Education and Scientific Organization Providing Postgraduate Education

INTRODUCTION

This manual was developed based on the tasks set out in the Decree of the President of the Republic of Uzbekistan “On additional measures to ensure the quality of education and improve the educational services delivery system” No. PF-76 dated May 5, 2025 and the Regulation approved by the Resolution of the Cabinet of Ministers “On the introduction of a system of comprehensive and special state accreditation of organizations providing secondary specialized, vocational, higher and postgraduate education, as well as retraining and advanced training of personnel” No. 498 dated August 6, 2025.

The manual contains methodological recommendations for the effective organization of internal (self-) assessment in the process of Institutional State Accreditation of educational organizations.

The manual also contains methodological recommendations for providing relevant information on indicators approved by Order No. 6 of the Director of the National Agency for Education Quality Assurance under the Administration of the President of the Republic of Uzbekistan dated December 22, 2025 "On approval of indicators for assessment criteria for comprehensive and special state accreditation of higher education and scientific organizations providing postgraduate education" (registration number: 3748).

The manual provides methodological assistance in organizing the process of Institutional State Accreditation of educational organizations on the basis of unified requirements, clearly defining the assessment areas, criteria and necessary documents, and in correctly formulating an internal (self-) assessment report for educational organizations, collecting supporting documents and effectively preparing for the external assessment process.

Adherence to unified approaches to preparing an internal assessment report increases and facilitates the work of the educational organization and expert commissions for external assessment.

The purpose of conducting an internal assessment process is to conduct a comprehensive and in-depth analysis of the educational organization, which will be used to further improve its effectiveness. During the internal assessment process, an analytical and critical assessment of the educational organization is carried out.

The internal assessment report is prepared in the form of an analytical report consisting of sections and chapters devoted to analyzing data in accordance with the relevant assessment areas and criteria.

The internal assessment report of an educational organization is used by expert commissions during the external assessment process to obtain complete information and assess its quality.

In order to prepare an internal evaluation report, an educational organization may form a working group consisting of the administration, academic supervisors (consultants), at least one representative of the student, as well as representatives of employers and (or) social partners, and conduct the evaluation.

When preparing an internal evaluation report, attention should be paid to the following:

- forming the report in the sequence established in this manual;
- substantiating each document and information provided clearly, intelligibly and with evidence;
- adhering to the rules and requirements of the state language;
- using words and terms widely used in official communication;
- clearly indicating prospective plans, projects and expected results;
- including brief, clear and evidence-based analytical information on each evaluation criterion and indicator.

The National Agency for Quality Assurance in Education under the Administration of the President of the Republic of Uzbekistan (hereinafter referred to as the Agency) is a specially authorized body for conducting state accreditation.

BASIC CONCEPTS AND TERMS

When forming documents related to the Institutional State Accreditation of educational organizations, it is mandatory to use the basic concepts and terms established in the Law of the Republic of Uzbekistan "On Education" (23.09.2020, No. 637), subordinate legislation, and relevant regulatory legal acts.

Also, the formation of an internal assessment report for Institutional State Accreditation is carried out on the basis of the regulations approved by the Resolution of the Cabinet of Ministers No. 498 of August 6, 2025, as well as the main concepts and terms used in this manual.

The following concepts and terms are widely used in state accreditation processes:

state accreditation - a process that includes comprehensive or special accreditation aimed at determining the compliance of the activities of an educational organization with state educational standards (requirements) and educational programs;

assessment area - a set of main areas established for assessing the activities and effectiveness of an educational organization, covering such major structural areas as organizational and managerial activities, ensuring research quality, the activities of researchers, organizing the research process, human resources, scientific research, support for researchers, and material and technical support;

criterion - a set of minimum requirements and standards for quality in a specific assessment area;

indicator - an indicator that demonstrates the achievement of a specified criterion with clear, measurable, and substantiated evidence;

internal assessment report – a document prepared by an educational organization in preparation for state accreditation, which provides analysis, evidence and conclusions on the educational organization's compliance with the assessment guidelines, criteria and indicators.

educational organization – a higher education and scientific organization that provides postgraduate education;

substantiating evidence – documents, data, statistics, processes, decisions, photo/video materials or other specific grounds related to the criteria or indicators.

FORMALIZATION OF AN APPLICATION FOR INSTITUTIONAL STATE ACCREDITATION

Applications for Institutional State Accreditation are accepted electronically through the Agency's information system for state accreditation and rating of educational organizations “**accreditation.nqaae.uz**”.

Applications for Institutional State Accreditation of educational organizations are accepted until **September 15** of the academic year preceding the academic year in which the last accreditation certificate of the educational organization expires.

The formation of an application for state accreditation, submission of additional documents and their consideration are carried out in accordance with the procedure established by the Regulation approved by Resolution of the Cabinet of Ministers No. 498 dated August 6, 2025.

When conducting Institutional State Accreditation of educational organizations, the representative of the educational organization (applicant) is responsible for submitting an application based on the established requirements, paying fees within the established deadlines, drawing up an agreement between the Agency and the educational organization, creating the necessary conditions for the on-site activities of the expert commission and the adoption of a decision by the Accreditation Commission, as well as submitting information within the established deadlines.

FORMATION OF THE INTERNAL EVALUATION REPORT

The internal evaluation report prepared by the educational organization analyzes and evaluates the real state of the educational organization based on the criteria for state accreditation, based on evidence, and determines measures for its improvement. The information provided in it is used by expert commissions in the processes of external evaluation of the educational organization.

The internal evaluation report is prepared to assess the educational organization's compliance with state educational standards and accreditation criteria, identify its strengths and areas for improvement, formulate conclusions and proposals aimed at continuously improving the quality of education, as well as create a reliable evidence base for Institutional State Accreditation.

In order to ensure strict compliance with the accreditation areas, criteria and indicators, the report must comply with the current Institutional State Accreditation assessment structure. In this case, the current situation, evidence, conclusions and improvement measures for each indicator must be clearly described.

PLEASE NOTE!!!

When correctly formulating an internal assessment report, it is necessary to enter accurate and substantiated information using the questions and supporting evidence(s) recommended in this manual under the heading "Areas, criteria and indicators for assessing an educational organization".

Also, the entered information and supporting documents must be uploaded to the platform in electronic form.

General information not confirmed by supporting evidence(s) in the internal assessment report is not accepted as a report.

It is necessary to ensure that each assessment conclusion is based on an analysis of official documents, statistical data, reports, survey results and feedback (evidence-based approach).

In order to ensure the fairness and critical approach of the report, it should reflect the real situation, be free from artificial overestimation, clearly and precisely indicate shortcomings, analyze their causes, and propose specific solutions.

It is advisable to formulate the report in accordance with national and international standards, based on state educational standards, national qualifications framework, accreditation criteria and international approaches.

In order to ensure the relevance of the information provided in the report, the opinions of researchers, academic supervisors (consultants), employers, graduates and other interested parties must be taken into account.

The report is approved by the head of the educational organization, stored in electronic (if necessary, paper) form and submitted to the Agency in a ready-made form via the platform.

CALCULATION OF RESULTS BY ASSESSMENT DIRECTIONS, CRITERIA AND INDICATORS

Assessment criteria are divided into mandatory and general indicators and are evaluated as “compliant” or “non-compliant”.

If a mandatory indicator (one of the mandatory indicators) in the criteria is found to be “not compliant”, then, regardless of the overall result, this criterion is assessed as “not compliant”.

External assessment criteria are divided into mandatory and general criteria, and each criterion is assessed as “compliant”, “partially compliant” or “not compliant”.

External assessment criteria are determined according to mandatory and general indicators in the following order:

if 70 percent or more of the indicators are assessed as “compliant” - the criterion is “compliant”;

if 50 to 70 percent of the indicators are assessed as "compliant" - the criterion is "partially compliant";

if up to 50 percent of the indicators are assessed as "compliant" - the criterion is assessed as "not compliant".

The expert commission evaluates the educational organization for each assessment area.

Each assessment area is recognized as “compliant” or “non-compliant”. Each assessment area is evaluated as “compliant” if the following conditions are met:

all mandatory criteria are evaluated as “compliant”;

at least two of the general criteria are evaluated as “partially compliant”;

there are no criteria evaluated as “non-compliant”.

When each assessment area is recognized as “compliant” by the accreditation commission, a decision is made that this educational organization “passed state accreditation”, and when it is recognized as “non-compliant”, a decision is made that it “did not pass state accreditation”.

REVIEW OF INTERNAL EVALUATION REPORT

Expert commissions are established by the Agency for external assessment of the quality of education. Expert commissions are formed based on the nature of the educational field and specialization.

The composition of expert commissions is formed from among pedagogical and managerial staff of educational organizations, leading scientists of research institutes, responsible employees of republican and local executive authorities, specialists of relevant production organizations, representatives of non-governmental non-profit organizations and researchers. Foreign experts are involved in the composition of expert commissions.

The tasks of expert commissions are as follows:

conducting an examination of the information obtained based on the results of the internal assessment and conducting an external assessment;

assessing the compliance of the quality and content of education in the educational organization with state educational standards (requirements), accreditation criteria, and the quality and effectiveness of the educational services provided;

making proposals for improving the quality of education and improving educational services, and preparing and submitting a report on the results of the external assessment to the Accreditation Commission.

The internal assessment report is formed based on the sample **provided in the appendix to this manual**.

The educational organization submits the report formed as a result of the internal assessment and related materials to the Agency via the platform, with approval, in electronic and (or) paper form at least **two months before** the start of the external assessment.

Expert commissions study the internal assessment report and use it in the external assessment process. Institutional State Accreditation of an educational organization is carried out by an expert commission on site within a period of no more than **ten working days**.

The identification of inaccurate information in the internal evaluation report during the external evaluation process, as well as failure to submit documents within the established deadlines or eliminate deficiencies, shall be grounds for refusal to undergo state accreditation.

The initial report is prepared by the expert commission **within fifteen working days** based on the results of the external assessment and its conclusion is submitted to the educational organization through the Agency.

The educational organization officially submits its substantiated proposals and objections to the conclusion of the initial report to the Agency **within three working days**. Based on these proposals and objections, the expert commission prepares a final report **within three working days**.


The expert commission prepares a report on the educational organization under Institutional State Accreditation.

Based on the internal assessment report submitted by the educational organization, the expert commission may conduct an external assessment remotely without visiting the site.

DIRECTIONS, CRITERIA AND INDICATORS OF ASSESSMENT OF AN EDUCATIONAL ORGANIZATION

There are **38 criteria** and **193 indicators** describing them within the framework of **8 assessment directions** for Institutional State Accreditation of a higher education organization.

Institutional State Accreditation is applied to higher education organizations that have graduates.

In this manual, mandatory criteria are marked with a  symbol, and mandatory indicators are marked with a * symbol.

I. Direction of organizational and managerial activities

Note: *Activities aimed at ensuring sustainable activities through the implementation of the strategic goals of the educational organization, the establishment of an effective management system, the purposeful use of resources and ensuring the quality of education are assessed.*

1. CRITERION: Effective organization and planning of the activities of the educational organization, targeted allocation of financial resources to ensure the quality of education

Note: *The sustainable development of the organization is assessed by assessing whether the educational organization's activities are planned in accordance with its mission, vision and strategic goals, the organizational and management structure and allocated resources support the effective implementation of activities, financial decisions are made based on the principles of legality, openness and transparency, the annual financial plan provides for expenditures aimed at improving the quality of education, and the effective use of allocated funds in this direction.*

1.1. INDICATOR

In order to effectively organize the activities of the educational organization and ensure the quality of research, a system for managing and distributing financial resources has been established in accordance with the educational organization's development plan (strategic plan, mission, strategy)

Supporting questions:

❖ *How is the system for managing and distributing financial resources in the educational organization organized in connection with the development plan (strategic plan, mission, and strategy)?*

❖ *What mechanisms are used to ensure the quality of education and the effectiveness of activities in planning, distributing and using financial resources?*

❖ *How are the results of the use of financial funds monitored and what adjustments are made to financial plans based on the results of the analysis?*

Supporting evidence(s):

✓ *Strategic Development Plan of the educational organization.*

1.2. INDICATOR

Financial resources are distributed in accordance with priority areas (infrastructure, methodological support, personnel qualifications, digital technologies)

Supporting questions:

❖ *On what criteria are financial resources distributed in the areas of research process, material and technical base and infrastructure development?*

❖ *How is the impact of financial resources allocated to these areas on improving the quality and process of research assessed?*

❖ *How is the appropriateness and effectiveness of the distribution of financial resources monitored and analyzed?*

Supporting document(s):

✓ *Approved annual financial plan (estimate) of the educational organization.*

1.3. INDICATOR

A systematic monitoring, analysis and internal control system for the implementation of financial plans has been established and appropriate decisions have been made based on their results

Supporting questions:

❖ *How is continuous monitoring and analysis of the implementation of financial plans (annual and quarterly) carried out in the organization?*

❖ *Are there internal control mechanisms (internal audit, working group, commission) to monitor the implementation of financial plans and what documents are they formalized with?*

❖ *Have specific management decisions (correction, redistribution, optimization) been made by the management based on the results of monitoring and analysis?*

Substantiating evidence(s):

✓ *Information on the establishment of a monitoring, analysis and internal control system for the implementation of financial plans and decisions made based on their results.*

1.4. INDICATOR

Education quality indicators have been steadily improved through the financial management system

Supporting questions:

❖ *On what basis are expenditures aimed at improving the quality of education determined in financial planning?*

❖ *What positive changes have been noted in education quality indicators (graduate results, dissertation defenses, scientific articles) as a result of the allocated financial resources?*

❖ *Is the effectiveness of spending on education quality regularly analyzed within the framework of the financial management system and are the results of this analysis taken into account in management decisions?*

Supporting evidence(s):

✓ *Evidence that the financial management system has consistently improved the quality of education.*

1.5. INDICATOR

The process of using funds is organized on the basis of the principles of transparency and accountability, and the effectiveness and efficiency of spending are regularly analyzed

Supporting questions:

❖ *Are the planning, approval and implementation processes for financing education and scientific activities carried out in an open and documented manner?*

❖ *Are internal financial reports on the implementation of expenditures on budget and extrabudgetary funds prepared and regularly reviewed by responsible departments?*

❖ *Is the assessment of the efficiency and effectiveness of expenditures (plan-performance-result analysis) carried out, and are management decisions made based on the results of the analysis?*

Supporting evidence(s):

✓ *Information that the process of using funds in the educational organization is organized on the principles of transparency and accountability, and that the efficiency and effectiveness of expenditures are regularly analyzed.*

2. CRITERION: The establishment of scientific councils (scientific council, council, scientific and technical council, scientific and coordinating council, etc.) (hereinafter referred to as the collegial body) and the effectiveness of its activities



Note: *The effective functioning of the coordinating collegial body, the development of educational and scientific research processes, the existence and effectiveness of a system for making decisions and monitoring their implementation are studied.*

2.1. INDICATOR

The existence of a collegial body in the educational organization, the foundations, goals and objectives of the organization of these collegial bodies are clearly defined, and their participation in ensuring the quality of research is ensured

Supporting questions:

❖ *What collegial bodies are there in the educational organization that consider issues related to postgraduate education and scientific activities, and on the basis of what documents are they established?*

❖ *How are the tasks and powers of these collegial bodies clearly defined in terms of ensuring the quality of educational programs and scientific research?*

❖ *What decisions have been made by collegial bodies in recent years regarding the quality or results of educational programs, dissertation topics, scientific research, and what has been their practical impact?*

Substantiating evidence(s):

✓ *Charter of the Management (Supervisory/Trusteeship) Board.*

2.2. INDICATOR

Proposals and opinions of students, academic supervisors (consultants), employers, industry specialists and graduates (hereinafter referred to as stakeholders) are taken into account in the process of making decisions of the collegiate body

Supporting questions:

❖ *Through what mechanism are proposals from students, academic supervisors (consultants), employers and industry specialists collected and discussed in the process of forming or updating postgraduate education programs?*

❖ *On the basis of what documents were proposals and opinions received from stakeholders considered by collegiate bodies (Academic Council, commissions under the Council, etc.) and how were they taken into account in making decisions?*

❖ *After the decision was made, what documents were used to confirm the changes made to the educational program (subjects, modules, competencies, practices, etc.) based on the proposals of stakeholders?*

Substantiating evidence(s):

- ✓ *Analytical data on the study of proposals and feedback;*
- ✓ *Substantiating (internal) relevant documents.*

2.3. INDICATOR

Meetings of the collegial body are held regularly according to the established plan

Supporting questions:

- ❖ *Is there an annual (or quarterly) work plan for meetings of collegial bodies and has it been approved by the head of the organization?*
- ❖ *Were meetings actually held in accordance with the deadlines set in the plan and was this confirmed by the relevant minutes?*
- ❖ *Is there a monitoring and control mechanism for the implementation of decisions made at the meetings?*

Substantiating evidence(s):

- ✓ *Plan of the collegial body and minutes of the meeting.*

2.4. INDICATOR

Meetings discuss current issues related to education and/or research

Supporting questions:

- ❖ *Are education and research issues related to postgraduate education (PhD, DSc, independent researchers) regularly included in the agenda of meetings?*
- ❖ *Were current issues such as the quality of scientific research, dissertation topics, scientific supervision, publication activity, academic integrity discussed at these meetings and were decisions made?*
- ❖ *Are the documents reflecting the implementation control, determination of responsibilities and deadlines for the decisions made?*

Supporting evidence(s):

- ✓ *Meeting minutes.*

2.5. INDICATOR

A unified monitoring system has been introduced for the implementation of decisions of the collegial body and the action plans adopted on these decisions, and the monitoring results are regularly analyzed

Supporting questions:

- ❖ *What unified monitoring system has been introduced to monitor the implementation of decisions of the collegial bodies and the action plans developed on their basis?*

❖ *How is the implementation status monitored, data collected and summarized within this monitoring system?*

❖ *How frequently are the monitoring results analyzed, and what management or improvement decisions are made based on the analysis results?*

Supporting evidence(s):

✓ *Information on the implementation of decisions of the collegial bodies and the action plans adopted on these decisions;*

✓ *Relevant supporting (internal) documents.*

3. CRITERION: The development of an educational organization's development plan and the availability of resources for its implementation, as well as its public openness and monitoring !

Note: *The educational organization is assessed for the existence of a development plan, the identification of the necessary resources for its implementation, the implementation of measures, and the availability of information about the plan and its implementation to the public through the official website.*

3.1. INDICATOR

The development plan of the educational organization (strategic plan, mission, strategy) is developed and approved in accordance with the priorities of the sector, labor market analysis and the purpose of personnel training

Supporting questions:

❖ *In what order was the development plan of the higher education organization (strategic plan, mission and strategy) developed and approved by which authorized body?*

❖ *How clearly are the goals and objectives of the development of the higher education organization, their implementation mechanisms, implementation deadlines and responsible executors defined in the development plan?*

❖ *Through what mechanisms is the implementation of the goals and objectives set in the development plan monitored and how are the results analyzed?*

Supporting evidence(s):

✓ *Strategic development plan of the educational organization (Strategic Plan).*

3.2. INDICATOR

Annual work plans of all structural units of the educational organization are approved for the effective implementation of the development plan

Supporting questions:

❖ *In what way are the annual work plans of structural units (faculties, departments, divisions, etc.) of the higher education organization developed in accordance with the development plan?*

❖ *In what order are the annual work plans of structural divisions reviewed and approved by which authorized body?*

❖ *How is the implementation of annual work plans contributing to the achievement of the goals and objectives of the development plan monitored and assessed through what mechanisms?*

Supporting evidence(s):

✓ *Approved annual work plans of the organization and structural divisions.*

3.3. INDICATOR

Annual work plans of all structural divisions of the educational organization have been developed and approved to implement the development plan

Supporting questions:

❖ *Have annual work plans been developed by all structural divisions (faculty, department, scientific department, center and laboratories) based on the approved development plan of the educational organization?*

❖ *Are the strategic goals, objectives and indicators set out in the development plan reflected in the annual work plans through specific activities?*

❖ *Have these annual work plans been approved in the prescribed manner (by the rector or relevant vice-rector) and implemented for implementation?*

Supporting evidence(s):

✓ *The approved development plan of the educational organization during the accreditation process, annual work plans developed in accordance with it by all structural divisions and approved in the prescribed manner, as well as reports and analytical data on their implementation.*

3.4. INDICATOR

Material and technical base, financial and human resources have been allocated for the implementation of the development plan, and their distribution is aligned with the goals and objectives of the development plan

Supporting questions:

❖ *How are the material and technical base, financial and human resources determined and planned for the implementation of the development plan?*

❖ *How is the distribution of these resources aligned with the goals and objectives set out in the development plan?*

❖ *Through what mechanisms is the effectiveness of the use of the allocated material and technical, financial and human resources monitored and assessed?*

Supporting evidence(s):

✓ *Strategic development plan, annual work plans, approved annual financial plan (estimate), staffing table, distribution of material and technical base.*

3.5. INDICATOR

The status and results of the implementation of the educational organization's development plan are regularly presented to the public in an open and transparent manner

Supporting questions:

❖ *In what forms and means is the implementation and results of the development plan presented to the public carried out?*

❖ *In what order are the periodicity of open and transparent provision of this information and responsible executors determined?*

❖ *How were the feedback on the implementation and results of the development plan presented to the public collected and analyzed?*

Supporting evidence(s):

✓ *Information on the implementation of the strategic development plan and its publication on the website and annual reports.*

3.6. INDICATOR

Measures were taken to improve the development plan of the educational organization based on regular analysis, monitoring results, feedback and suggestions from stakeholders

Supporting questions:

❖ *In what order and with what frequency was monitoring and analysis of the implementation of the development plan carried out?*

❖ *By what methods were suggestions and feedback from stakeholders collected and studied during the monitoring and analysis process?*

❖ *What specific measures were taken to improve the development plan based on monitoring, analysis and the opinions of stakeholders?*

Supporting evidence(s):

✓ *Analysis and monitoring reports on the strategic development plan;*

✓ *Decisions on updating or improving the plan (minutes of the council or working group).*

4. CRITERION: The contribution of the educational organization to the development of the social, economic and cultural spheres of the region and the republic

Note: *The contribution of the educational organization to regional and national socio-economic and cultural development is assessed, as well as its contribution to the development of society through the implementation of scientific and innovative developments, participation in development programs, organization of cultural and educational events, and cooperation with other educational organizations.*

4.1. INDICATOR

Cooperation relations with organizations, enterprises and institutions have been established in the areas of development of social, economic and cultural spheres

Supporting questions:

❖ *With which organizations, enterprises and institutions have cooperation relations been established in the areas of development of social, economic and cultural spheres?*

❖ *Through what documents and mechanisms (memorandum, agreement, joint projects) have these cooperation relations been formalized?*

❖ *How has the contribution of the established cooperation relations to the educational process, the quality of training of students and the development of the organization been assessed?*

Supporting evidence(s):

✓ *Register or list of cooperation agreements (memorandums of understanding).*

4.2. INDICATOR

Cultural-educational and scientific events (festivals, exhibitions, conferences, etc.) organized

Supporting questions:

❖ *What cultural-educational and scientific events (festivals, exhibitions, conferences, etc.) have been organized in the higher education institution?*

❖ *How were the goals of organizing these events and their contribution to education, scientific activity, and the development of researchers determined?*

❖ *How were the effectiveness and results of the organized cultural-educational and scientific events evaluated?*

Supporting evidence(s):

✓ *Orders issued by the organization to hold cultural-educational or scientific events (orders approving the establishment of an organizing commission, the date and program of the event).*

4.3. INDICATOR

Projects that serve the interests of the region or the community have been implemented at the initiative of the educational organization

Supporting questions:

❖ *In which projects has the educational organization participated or initiated them, aimed at developing social, economic and cultural spheres at the regional and republican levels?*

❖ *In what forms has the participation (contribution) of the higher education organization been carried out in these projects?*

❖ *How has the impact of participation in these projects on regional and republican development and the educational process been assessed?*

Supporting evidence(s):

✓ *Documents confirming participation in projects (project passports or trilateral / bilateral agreements concluded on the project).*

4.4. INDICATOR

The results of the educational organization's scientific activities have been covered by local or national media

Supporting questions:

❖ *The results of the educational organization's scientific activities have been covered by the educational organization's website and by which media?*

❖ *What types of materials (news, press releases, photo / video clips, interviews) have been published when posting information about the results of scientific activities?*

❖ *How has the impact of the publication of the results of scientific activities on the website and in the media been analyzed in terms of strengthening public relations?*

Supporting evidence(s):

✓ *Evidence of the publication of the results of scientific activities on the website, social networks and in the media.*

4.5. INDICATOR

The results of social, cultural, educational and scientific activities carried out in collaboration with the public were analyzed

Supporting questions:

❖ *In what order were social, cultural, educational and scientific activities carried out in collaboration with the public recorded and how were their results determined?*

❖ *What criteria and indicators were used to analyze the results of these activities?*

❖ *What measures were determined based on the results of the analysis to further develop cooperation with the public and increase the effectiveness of the activities?*

Supporting evidence(s):

✓ *Analytical reference (report) on the outcome of the event.*

5. CRITERION: The presence of an open information system for managing research processes and monitoring the quality of education (hereinafter referred to as the information system) and the integration of this system into the information systems of authorized state bodies in the field of education

Note: *The presence of an information system in an educational organization that provides control over the quality of research and scientific research and the degree of its integration with the information systems of authorized state bodies is assessed.*

5.1. INDICATOR

An information system (NEMIS, LMS, electronic journal, management platform, etc.) has been implemented in the educational organization to manage, monitor and control scientific activities*

Supporting questions:

❖ *What information systems (HEMIS, LMS, electronic journal, management platform, etc.) are implemented in the higher education institution to manage, monitor and control educational processes?*

❖ *How do the functional capabilities of these information systems ensure the management and control of educational processes?*

❖ *Based on what criteria is the effectiveness of the use of information systems and its impact on the quality of education monitored and assessed?*

Substantiating evidence(s):

- ✓ *Internal document(s) on the digitalization of educational processes.*

5.2. INDICATOR

In order to establish mutual information exchange, the information system is integrated with the information systems of the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan and the National Agency for Education Quality Assurance under the Administration of the President of the Republic of Uzbekistan

Supporting questions:

❖ *Through what technical and organizational mechanisms is the information system integrated with the information systems of the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan and the National Agency for Education Quality Assurance?*

❖ *What types and areas of mutual information exchange (researchers, scientific supervisor (consultant), evaluation, attendance, etc.) have been established within the framework of integration?*

❖ *How does integration between information systems affect the effectiveness of managing educational processes and monitoring the quality of education, and how is this impact assessed?*

Supporting evidence(s):

- ✓ *Documents substantiating the integration of information systems*

5.3. INDICATOR

Measures have been taken to ensure technical support and information security of the information system and ensure effective and convenient work of users in the information system

Supporting questions:

❖ *Through what technical and organizational mechanisms is the information system integrated with the information systems of the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan and the National Agency for Education Quality Assurance?*

❖ *What types and areas of mutual information exchange (researchers, Scientific supervisor (consultant), assessment, attendance, etc.) are established within the framework of integration?*

❖ *How does integration between information systems affect the effectiveness of managing educational processes and monitoring the quality of education, and how is this impact assessed?*

Supporting evidence(s):

- ✓ *Documents substantiating the integration of information systems.*

5.4. INDICATOR

Planning, monitoring and reporting of educational and scientific activities are carried out through the information system, annual analytical reports are prepared based on the data and discussed at meetings of the collegiate body

Supporting questions:

- ❖ *What review and verification mechanisms have been implemented to ensure the accuracy and reliability of data in the information system?*
- ❖ *How and with what frequency is the timely updating of the information system and monitoring of its activities established?*
- ❖ *How are annual analytical reports prepared based on data generated in the information system and how are they used in making management decisions?*

Supporting evidence(s):

- ✓ *Information system monitoring, analytical information on its results, annual reports, and minutes of collegial body meetings.*

5.5. INDICATOR

A continuous monitoring system has been implemented for the efficiency of the information system, data processing processes, and integration status, and measures have been taken to eliminate identified problems.

Helpful questions:

- ❖ *What criteria are used to regularly assess the effectiveness of information systems that maintain data on postgraduate educational processes (PhD, DSc, independent researchers) in an organization, and where are the monitoring results reflected?*
- ❖ *Are the departments and employees responsible for the processes of entering, updating, storing, and analyzing data in information systems identified, and are these processes carried out in accordance with the established procedure?*
- ❖ *Are information systems integrated with national platforms (e.g., state information systems for postgraduate education) and have specific measures been taken to address technical or organizational issues identified during monitoring?*

Supporting evidence(s):

- ✓ *Analytical information on the monitoring of the information system and its results.*

6. CRITERION: Internationalization of the educational organization and establishment of international cooperation relations

Note: *The educational organization is assessed for establishing relations with foreign institutions, attracting foreign employees and specialists, and organizing international events.*

6.1. INDICATOR

Mutually beneficial cooperation relations with foreign educational organizations, as well as with reputable international institutions, have been established

Supporting questions:

❖ *With which foreign educational and scientific organizations and reputable international institutions has the higher education organization established cooperation relations?*

❖ *Through what documents and mechanisms (memorandum, agreement, joint programs, scientific projects) are these cooperation relations formalized?*

❖ *How is the contribution of international cooperation relations to the development of scientific activity and the organization of postgraduate education assessed?*

Supporting evidence(s):

✓ *Internal regulatory document on international cooperation, list of cooperation agreements, memoranda and contracts.*

6.2. INDICATOR

Joint doctoral educational programs, scientific projects or scientific publications have been implemented in the educational organization

Supporting questions:

❖ *Has the educational organization implemented joint doctoral (PhD/DSc) educational programs with foreign or domestic scientific organizations over the past 3-5 years?*

❖ *Have joint scientific projects (grants, business agreements, international projects) been implemented within the framework of these joint programs or partnerships?*

❖ *Have joint scientific publications (Scopus, Web of Science, OAK list, etc.) been published as a result of joint doctoral studies or scientific projects?*

Supporting evidence(s):

✓ *Information and agreements on joint doctoral educational programs, scientific projects and scientific publications in the educational organization.*

6.3. INDICATOR

Scientists and researchers participated in advanced training, experience exchange and internship programs abroad at leading foreign educational and/or scientific organizations in their fields

Supporting questions:

❖ *How many scientists and researchers have participated in advanced training, experience exchange or internship programs at leading foreign educational or scientific organizations over the past 3 years?*

❖ *Are these foreign educational and scientific organizations internationally recognized (QS, THE, ARWU rankings, prestigious scientific centers) and is participation confirmed by official documents?*

❖ *Have the results of advanced training or internships abroad been introduced into scientific activities (through articles, projects, joint research, laboratory activities or application to the educational process)?*

Supporting evidence(s):

✓ *Certificates of participation in advanced training, experience exchange and internship programs abroad in leading foreign educational and/or scientific organizations in their fields.*

6.4. INDICATOR

Highly qualified foreign specialists in relevant fields were involved in the research processes and their participation in scientific activities served to improve the quality of research

Supporting questions:

❖ *Which highly qualified foreign specialists in relevant fields were involved in the research process and how were the criteria for their selection determined?*

❖ *In what forms was the participation of foreign specialists in the research process (lectures, seminars, research experiments, joint courses, consultations) carried out?*

❖ *On what criteria was the impact of the participation of foreign specialists on the quality of education and research results assessed?*

Supporting evidence(s):

✓ *Procedure for involving and organizing the participation of foreign specialists in the research process, internal documents on their participation, and information on the impact on the quality of education.*

6.5. INDICATOR

The content of research activities and educational programs has been improved as a result of international cooperation

Supporting questions:

❖ *What initiatives and work have been carried out to improve educational processes, research activities and the content of educational programs within the framework of international cooperation?*

❖ *What forms of international cooperation have these improvements been implemented as a result of (joint programs, academic exchange, joint research, expert participation)?*

❖ *How has the impact of improvements made on the basis of international cooperation on the quality of education and the effectiveness of scientific activity been assessed?*

Substantiating evidence(s):

✓ *Information and documents proving that improvements were made on the basis of international cooperation (this may include comparisons of educational programs, results of scientific projects, cooperation agreements, reports on seminars and master classes).*

6.6. INDICATOR

As a result of the analysis, performance indicators were identified, and international cooperation activities were revised and developed in beneficial directions

Supporting questions:

❖ *In what order and with what frequency was the analysis of results on international events, grants and projects carried out?*

❖ *What criteria and indicators were used in conducting these analyses, and how were the results formalized?*

❖ *What management or improvement decisions have been made based on analytical reports prepared for international events, grants, and projects?*

Supporting evidence(s):

✓ *Information on revision and development in beneficial areas and relevant documents.*

II. Research quality assurance direction

Note: Systematic and purposeful activities aimed at ensuring compliance of educational results with national and international quality requirements by improving educational programs, research process, scientific research, the capacity of scientific supervisors (consultants), material and technical base, and management system are assessed.

7. CRITERION: Establishment of internal quality assurance of education in cooperation with stakeholders

Note: Institutional activities aimed at improving the educational process based on the involvement of scientific supervisors (consultants), researchers, employers and other stakeholders in the development and implementation of mechanisms for ensuring the quality of education, and regular study of their opinions and recommendations are assessed.

7.1. INDICATOR

The evaluation procedure for determining the effectiveness of the internal quality assurance system for research has been developed with the participation of stakeholders and is focused on implementation

Supporting questions:

❖ *In what process and with the participation of which stakeholders was the procedure for assessing the effectiveness of the internal quality assurance system for education developed?*

❖ *What criteria, indicators and evaluation mechanisms are established in this evaluation procedure for determining the effectiveness of education quality?*

❖ *How was the developed assessment procedure implemented in practice and what measures were taken to improve the quality of education based on its results?*

Supporting evidence(s):

✓ *Information on the procedure for assessing the internal quality assurance system of education and supporting documents.*

7.2. INDICATOR

The participation of scientific supervisors (consultants), researchers, employers, graduates and representatives of the public in the activities of the internal research quality assurance system is regulated by the internal documents of the educational organization

Supporting questions:

❖ *What internal regulatory documents establish the participation of scientific supervisors (consultants), researchers, employers, graduates and representatives of the public in the research quality assurance process and how are their functions defined?*

❖ *In what forms is the participation of these stakeholders (for example, monitoring, evaluation, making proposals, discussion) carried out in practice and to what extent are these processes documented?*

❖ *How are the results of the participation of stakeholders in the activities of the internal research quality assurance system taken into account and how is it used to improve educational programs?*

Supporting evidence(s):

✓ *academic council minutes, questionnaires, and analytical data from the participation of academic supervisors, researchers, employers, alumni, and public representatives.*

7.3. INDICATOR

The participation of stakeholders in the internal research quality assurance process was ensured and regular events (meetings, seminars, trainings, discussions, conferences, questionnaires, interviews, focus groups, etc.) were held with their participation

Supporting questions:

❖ *Which stakeholders were involved in the internal research quality assurance process and in what forms (meetings, seminars, questionnaires, etc.) was their participation ensured?*

❖ *How regular were the events held with the participation of stakeholders, and how did their results affect the improvement of the research process?*

❖ *What decisions or changes were made based on the feedback and suggestions received from stakeholders, and to what extent were they documented?*

Supporting evidence(s):

✓ *Regular meetings and discussions were held with the participation of stakeholders as part of the internal research quality assurance process, and information on improving educational programs based on their suggestions.*

7.4. INDICATOR

The internal research quality assurance system, educational programs and processes are amended and regularly improved based on the collected information, including suggestions and feedback from stakeholders and (or) the developed action plan

Supporting questions:

❖ *How were the collected data, including stakeholder suggestions and feedback, analyzed and priorities identified?*

❖ *Based on this analysis and/or the developed action plan, what specific changes were made to the internal quality assurance system, educational programs, and the educational process?*

❖ *Through what mechanisms was the effectiveness of the changes made monitored and the quality of education consistently improved?*

Supporting evidence(s):

✓ *Information on the educational programs that were changed and improved.*

7.5. INDICATOR

Relevant changes and improvements were made to the internal quality assurance system, educational programs based on the recommendations received

Supporting questions:

❖ *What internal or external monitoring, expertise, and accreditation recommendations have been received for doctoral studies (PhD/DSc) and independent researchers over the past 3 years?*

❖ *What specific organizational, regulatory, or methodological changes were made to the internal quality assurance system based on the recommendations received?*

❖ *What updates have been introduced to educational programs (doctoral plans, scientific seminars, certification processes) based on these recommendations, and how are their results being evaluated?*

Supporting evidence(s):

✓ *Information on the internal quality assurance of research and the improvement of PhD/DSc educational programs, confirmed by the minutes of the Academic Council based on the recommendations received.*

8. CRITERION: The effectiveness of the internal quality assurance system of education is regularly analyzed, the effectiveness of the activities of researchers is monitored and improvement measures are taken based on the results

Note: *The effectiveness of the internal quality assurance system of education is regularly analyzed and improvement measures are taken based on the results of the analysis, the effectiveness of the educational process and management is*

assessed, and measures are developed to improve quality based on the identified shortcomings and their implementation is ensured.

8.1. INDICATOR

The educational organization has an education quality assurance department or staff responsible for conducting internal education quality audits

Supporting questions:

❖ *On what legal and organizational basis is the education quality assurance department (internal education quality control department, education quality assurance department) responsible for conducting internal education quality audits established in the educational organization?*

❖ *What documents define the goals, objectives and powers of this department?*

❖ *How does the activity of the internal education quality assurance department contribute to improving educational processes and the quality of education?*

Substantiating evidence(s):

✓ *Internal documents on the establishment of the internal quality assurance unit.*

8.2. INDICATOR

The evaluation procedure for determining the effectiveness of the internal quality assurance system of education has been put into practice

❖ *At what stages has the developed evaluation procedure for determining the effectiveness of the internal quality assurance system of education been put into practice?*

❖ *What criteria, indicators and methods are used to assess the quality of education within the framework of this evaluation procedure?*

❖ *What specific measures have been taken to improve the internal quality assurance system of education based on the results of the evaluation?*

Substantiating evidence(s):

✓ *Procedure for assessing the internal quality assurance system of education.*

8.3. INDICATOR

The activities of the internal quality assurance system of education have been regularly (annually or semi-annually) monitored and evaluated based on the analysis

Supporting questions:

❖ *How often (annually or semi-annually) has the activity of the internal quality assurance system of education been monitored?*

❖ *What criteria, indicators and sources of information were used to assess the quality of education during the monitoring process?*

❖ *What decisions and measures have been taken to improve the internal quality assurance system of education based on the results of monitoring and analysis?*

Supporting evidence(s):

✓ *Annual/semi-annual data and supporting documents on the assessment of the internal quality assurance system of education.*

8.4. INDICATOR

The results of monitoring and analysis were discussed at meetings of the collegiate body and communicated to the public and stakeholders

Supporting questions:

❖ *In what order and with what frequency were the results of monitoring and analysis discussed at meetings of the collegiate body?*

❖ *What conclusions and decisions were made on the results of monitoring and analysis during the discussions at meetings of the collegiate body?*

❖ *In what forms and methods were the results of monitoring and analysis communicated to the public and stakeholders?*

Supporting evidence(s):

✓ *Minutes of the meeting of the collegiate body on discussing and communicating internal quality results to the public and documents justifying the communication.*

8.5. INDICATOR

An action plan has been developed to eliminate the problems and shortcomings identified based on the results of monitoring and analysis, as well as to improve the internal quality assurance system of education

Supporting questions:

❖ *What problems and shortcomings have been identified based on the results of monitoring and analysis?*

❖ *In what order was the action plan developed to eliminate the identified problems and shortcomings and to improve the internal quality assurance system of education?*

❖ *Through what mechanisms is the implementation and effectiveness of the developed action plan monitored and evaluated?*

Supporting evidence(s):

✓ *Action plan to eliminate and improve the problems identified in the internal quality assurance system of education.*

8.6. INDICATOR

The identified problems and shortcomings were eliminated in a timely manner in accordance with the action plan

Supporting questions:

❖ *In accordance with which action plan were the problems and shortcomings identified based on the results of monitoring and analysis eliminated?*

❖ *How was the process of eliminating problems and shortcomings organized in accordance with the deadlines set in the action plan?*

❖ *In what order was the timely elimination of problems and shortcomings and the effectiveness of the measures taken assessed?*

Substantiating evidence(s):

✓ *Documents justifying the timely elimination of the identified problems.*

9. CRITERION: The educational organization has established the rules of academic honesty and freedom and has an effective system for preventing situations that contradict them !

Note: *The educational organization has established the rules of academic honesty and freedom and has an effective system for preventing situations that contradict them, as well as its institutional activities, carried out on the basis of internal control, monitoring and prevention mechanisms, in order to ensure the principles of honesty, justice and responsibility in the educational process.*

9.1. INDICATOR

The educational organization has a policy(ies) and/or guideline(s) regarding academic integrity, ethics, and professional responsibility

Supporting questions:

❖ *What procedures (rules) and (or) instructions on academic integrity, ethics and professional responsibility are in place in the educational organization and what documents confirm them?*

❖ *In what order are these instructions introduced and explained?*

❖ *Through what mechanisms is compliance with the rules of academic integrity, ethics and professional responsibility ensured and monitored?*

Substantiating evidence(s):

✓ *Internal document(s) on academic integrity, ethics and professional responsibility.*

9.2. INDICATOR

The principles of academic integrity are systematically integrated into the processes of developing educational programs, teaching, assessment and research activities

Supporting questions:

❖ *Through what requirements and mechanisms are the principles of academic integrity integrated into the process of developing educational programs?*

❖ *What specific procedures and practices have been introduced to ensure academic integrity in the processes of teaching, assessment and research activities?*

❖ *Through what monitoring and evaluation mechanisms is the systematic application of the principles of academic integrity in educational and research processes controlled?*

Supporting evidence(s):

✓ *Internal documents on academic integrity, information on integration.*

9.3. INDICATOR

An anti-plagiarism system and organizational measures are in place to prevent, detect and eliminate plagiarism and other violations of academic integrity rules*

Supporting questions:

❖ *What anti-plagiarism system has been introduced to prevent and detect violations of academic integrity rules and how is its application procedure determined?*

❖ *What organizational measures and responsible structures have been established to identify, review and eliminate violations of academic integrity rules?*

❖ *Through what mechanisms is the effectiveness of the anti-plagiarism system and organizational measures monitored and assessed?*

Supporting evidence(s):

✓ *Information on the introduction of the anti-plagiarism system and organizational measures and supporting documents.*

9.4. INDICATOR

There is a transparent procedure for considering cases of violations of academic integrity rules and determining liability measures

Supporting questions:

❖ *What transparent procedures and procedures have been established for considering cases of violations of academic integrity rules?*

❖ *Which bodies (commission, council) participate in considering cases of violations and determining liability measures and how have their powers been determined?*

❖ *Through what mechanisms are information provided to interested parties on the decisions made and the implementation of decisions ensured?*

Supporting evidence(s):

✓ *Internal documents on academic integrity.*

9.5. INDICATOR

Candidates and academic supervisors (consultants) are familiar with the rules of academic integrity and ethics

Supporting questions:

❖ *In what forms and channels were researchers and scientific supervisors (consultants) introduced to the rules of academic honesty and ethics?*

❖ *What documents or evidence is used to confirm the status of familiarization with the rules of academic honesty and ethics?*

❖ *How often were explanatory and preventive work (seminars, trainings, instructions) conducted on these rules?*

Supporting evidence(s):

✓ *Documents substantiating the introduction.*

9.6. INDICATOR

Regular trainings (seminars, lectures) on academic honesty, ethics, plagiarism, proper use of artificial intelligence, copyright and conflict of interest organized for researchers and scientific supervisors (consultants)

Supporting questions:

❖ *What regular trainings (seminars, lectures) on academic honesty, ethics, plagiarism, proper use of artificial intelligence, copyright and conflict of interest organized for researchers and scientific supervisors (consultants)?*

❖ *How were the frequency, content and objectives of these trainings determined?*

❖ *On what criteria was the effectiveness of the trainings conducted in increasing the knowledge and awareness of the participants assessed?*

Supporting evidence(s):

✓ *Information and supporting documents about the activities conducted.*

9.7. INDICATOR

Rights to scientific works, innovative ideas, inventions and other intellectual property objects created by researchers and scientific supervisors (consultants) are protected

Supporting questions:

❖ *What procedures and mechanisms have been introduced to protect rights to scientific works, innovative ideas, inventions and other intellectual property objects created by researchers and scientific supervisors (consultants)?*

❖ *How is the process of registering intellectual property objects, confirming authorship and formalizing rights organized?*

❖ *How have measures to protect intellectual property rights affected the promotion of scientific and innovative activity and how has this effectiveness been assessed?*

Supporting evidence(s):

✓ *Document(s) substantiating the protection of copyright and intellectual property.*

9.8. INDICATOR

The effectiveness of the academic integrity system is constantly analyzed and practical measures are taken to improve it

Supporting questions:

❖ *In what order and at what established frequency (annual, semi-annual) is the analysis of the effectiveness of the academic integrity system carried out?*

❖ *What criteria and indicators (number of violations, anti-plagiarism results, referrals, training coverage, etc.) are used in the analysis process to assess the effectiveness of the academic integrity system?*

❖ *Based on the results of the analysis, what specific practical measures have been taken to improve the academic integrity system and how is their implementation monitored?*

Substantiating evidence(s):

✓ *Analytical data on the effectiveness of the system and its improvement.*

10. CRITERION: The activities of the existing academic councils for the defense of the dissertation, their structural structure, working procedures and scientific and legal basis of the decisions made

Note: *The composition, working procedures and legality and scientific basis of the decisions of the academic councils, as well as the effectiveness of their activities are studied.*

10.1. INDICATOR

Academic councils granting academic degrees are approved and registered by the Higher Attestation Commission (HAC)

Supporting questions:

❖ *Are the academic council(s) granting academic degrees operating in the organization approved by the Higher Attestation Commission and are they on the current list?*

❖ *Do the specialization, scientific direction and term of office of the academic council(s) comply with the decision approved by the HAC?*

❖ *Does the composition of the Academic Council(s) (chairman, deputy, academic secretary and members) meet the qualification and academic degree requirements established by the Higher Attestation Commission (HAC)?*

Supporting evidence(s):

✓ *Document approved by the Higher Attestation Commission (HAC).*

10.2. INDICATOR

The composition of the Academic Council that awards academic degrees is formed from qualified specialists in the fields of science

Supporting questions:

❖ *Do the members of the Scientific Council have the appropriate scientific degrees and scientific titles in the scientific fields in which the Scientific Council operates?*

❖ *Do the scientific research areas of the members of the Scientific Council correspond to the specialty codes and scientific fields in which dissertation defenses are held?*

❖ *Are there mature and recognized specialists involved in the Scientific Council from external organizations?*

Substantiating evidence(s):

✓ *Diploma qualifications in the scientific fields of the Scientific Council that awards scientific degrees.*

10.3. INDICATOR

The activities of the Scientific Council that awards scientific degrees are carried out on the basis of established regulations and regulations

Supporting questions:

❖ *On the basis of which regulatory and legal documents are the activities of the Scientific Council that awards scientific degrees organized and approved?*

❖ *Are the meetings of the Scientific Council held in accordance with the established regulations, and are the decisions formalized with official minutes?*

❖ *Are the composition of the Scientific Council and its powers formed on the basis of current requirements and are they constantly updated?*

Supporting evidence(s):

✓ *Information that the activities of the academic council awarding academic degrees are carried out in accordance with the established statutes and regulations.*

10.4. INDICATOR

The defense of dissertations is conducted in accordance with the principles of openness and scientific integrity

Supporting questions:

❖ *How is the process of conducting dissertation defenses ensured to be open and transparent?*

❖ *How are anti-plagiarism control mechanisms and scientific integrity in dissertations implemented?*

❖ *What measures are taken to prevent conflicts of interest and ensure impartiality during the dissertation defense process?*

Substantiating evidence(s):

✓ *Information that the dissertation defense was conducted in accordance with the principles of openness and scientific integrity;*

✓ *Information that online broadcasting was carried out (youtube platform).*

10.5. INDICATOR

Decisions made by the Academic Council awarding academic degrees are scientifically and legally justified

Supporting questions:

❖ *Are the decisions made by the Academic Council formalized in accordance with current regulatory legal acts?*

❖ *Were decisions on dissertations made on the basis of scientific expertise and impartial assessment?*

❖ *Were the decisions of the Academic Council made in compliance with the principles of openness and transparency?*

Substantiating evidence(s):

✓ *Information that the decisions made are scientifically and legally justified.*

10.6. INDICATOR

Reports on the results of the activities of the Academic Council that awards academic degrees are kept and submitted to the Academic Council

Supporting questions:

❖ *Are reports on the results of the activities of the Academic Council kept regularly and in an approved manner?*

❖ *Do the reports fully reflect the number of defenses, areas, academic degrees, and decisions?*

❖ *Were the reports prepared officially submitted to the Higher Attestation Commission (HAC) within the established deadlines?*

Supporting evidence(s):

✓ *Information on the fact that reports on the results of the activities of the Academic Council were kept and submitted to the HAC.*

III. Researcher activity direction

Note: *The assessment is made of activities aimed at effectively managing the contingent of researchers through the implementation of admission, management of the educational process and dismissal of researchers in accordance with the requirements of the legislation, as well as the development of the export of educational services.*

11. CRITERION: Admission parameters are determined taking into account the availability of funds for scientific research, research projects or other sources of financing

Note: *The educational organization determines the admission parameters in proportion to the potential of its existing scientific staff, material and technical base, capacity of classrooms and laboratories, and financial resources, as well as the level of financing of the resources necessary for the effective organization of the admission process.*

11.1. INDICATOR

Admission parameters (number of students, quotas by specialization, etc.) are set in accordance with the capacity of the educational organization's auditoriums, special rooms, laboratories, practice bases, technical equipment, and infrastructure that allows for the implementation of educational, research, spiritual, educational, and health-improving activities set out in educational programs.*

Supporting questions:

❖ *Do the admission parameters, the number of students and quotas by specialization set out in the educational organization's postgraduate education, correspond to the real capacity and usability of the existing auditoriums, special rooms, and laboratories?*

❖ *Are the existing laboratories, practice bases, and technical equipment sufficient to implement the educational and research activities provided for in the educational programs of the infrastructure and material and technical base, and are they being used in practice?*

❖ *Does the supporting infrastructure of the educational organization (library, sports facilities, recreation areas, etc.) allocated for spiritual, educational and health activities fully meet the goals set in the educational programs?*

Substantiating evidence(s):

✓ *Information on the compliance of the infrastructure capacity with the admission parameters.*

11.2. INDICATOR

Admission parameters are formed in accordance with the needs of the labor market, priority research areas, practice bases and scientific potential

Supporting questions:

❖ *How are the admission parameters for postgraduate education (PhD, DSc, independent researcher) determined based on the needs of the regional and republican labor market?*

❖ *To what extent are the admission directions and admission quotas consistent with the priority research areas established in the organization and the implemented scientific projects?*

❖ *Is the number of admitted doctoral students determined in accordance with the potential of existing scientific supervisors, material and technical base and the capabilities of practice bases (enterprises, scientific centers)?*

Substantiating evidence(s):

✓ *Information on the admission parameters formed and approved by the educational organization.*

11.3. INDICATOR

Admission parameters are aligned with the development plan (strategic plan, mission, strategy) and academic profile of the educational organization

Supporting questions:

❖ *How are the priority scientific areas established in the development (strategic) plan and mission of the educational organization reflected in the admission directions and number of doctoral studies (PhD/DSc)?*

❖ *To what extent are the admission parameters for doctoral studies (PhD/DSc) consistent with the existing academic profile and scientific potential of the educational institution (scientific staff, laboratories, scientific schools)?*

❖ *To what extent have the admission indicators for doctoral studies (PhD/DSc) been stable and consistent over the past 3–5 years in line with the strategic development goals of the educational institution?*

Supporting evidence(s):

✓ *Basis and information on the alignment of admission parameters with the development plan of the educational organization.*

11.4. INDICATOR

Admission parameters are planned in close connection with research, grants and external funding sources

Supporting questions:

❖ *On what basis are admission quotas (number of PhD/DSc/intern researchers) linked to the number and financial volume of research projects and grants actually implemented in the organization?*

❖ *Do doctoral students and researchers admitted to postgraduate education carry out scientific activities within the framework of specific grants, scientific projects or economic contracts?*

❖ *What documents are used to support the mechanism for planning new doctoral places at the expense of external funding sources available in the organization (international grants, state grants, economic contracts)?*

Supporting evidence(s):

✓ *Information that admission parameters are planned in close connection with the educational organization's research, grants, and external funding sources.*

11.5. INDICATOR

The organization of admission processes and the implementation of admission parameters are regularly monitored

Supporting questions:

- ❖ *On the basis of which regulatory legal acts and internal orders is the admission process organized and how is their implementation ensured?*
- ❖ *How are actual admission rates monitored for approved admission quotas (PhD, DSc, independent researcher) and where are the analysis results reflected?*
- ❖ *What management measures are taken in the event of identified deviations (under- or over-admission) in the implementation of admission parameters?*

Supporting evidence(s):

- ✓ *General monitoring report on admission processes.*

11.6. INDICATOR

An annual analysis of the implementation of admission parameters is carried out and necessary changes are made to the admission parameters based on the analysis results

Supporting questions:

- ❖ *Has the organization regularly analyzed the implementation of the established admission parameters for doctoral studies (PhD, DSc) and independent researcher over the past 3 years?*
- ❖ *Have the reasons for non-fulfillment or over-fulfillment of admission parameters (lack of scientific supervisors, scientific base, quotas, low demand, etc.) been identified and formal analytical conclusions formed?*
- ❖ *As a result of the analysis, were proposals developed to change the admission parameters for subsequent years (increase, decrease, or redistribution across areas) and submitted to the competent authorities or approved by internal decisions?*

Supporting evidence(s):

- ✓ *minutes of the academic council and order of the head.*

12. CRITERION: Admission, expulsion and extension of study periods of applicants are properly organized on the basis of established procedures and are carried out transparently and fairly 🚫

Note: *The level of transparency, fairness and openness to the public of the processes of admission, expulsion and extension of study periods of applicants is studied on the basis of regulatory documents.*

12.1. INDICATOR

The procedure for admission of applicants, admission criteria, assessment methods and the activities of the admission committee are established and documented

Supporting questions:

❖ *What regulatory document is approved by which the procedure for admission of applicants is approved and is it published in open sources?*

❖ *What admission criteria and assessment methods are used in the selection of applicants and are they documented?*

❖ *Are the composition, powers and procedure for the admission committee established by official documents?*

Substantiating evidence(s):

✓ *Regulatory documents that establish the procedure for admission of applicants, admission criteria, assessment methods and the activities of the admission committee.*

12.2. INDICATOR

The procedure for admitting applicants to study, admission criteria, assessment methods and the activities of the admissions committee in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 304 dated May 22, 2017 "On measures to further improve the system of postgraduate education

Supporting questions:

❖ *To what extent is the process of admitting applicants to postgraduate education organized in accordance with the requirements established in the resolution?*

❖ *Are the admission criteria and assessment methods (document examination, interview, test or other assessment forms) open, transparent and approved based on regulatory legal acts?*

❖ *Are the composition and activities of the admissions committee (organization, powers, formalization of decisions) documented on the basis of current regulatory documents?*

Substantiating evidence(s):

✓ *The accreditation provides an approved regulation establishing the procedure for admission to postgraduate education, an order on the establishment of the admissions committee, criteria for selecting and assessing applicants, protocols on the admissions process, as well as official announcements and information materials.*

12.3. INDICATOR

A digital system has been introduced to prevent corruption, reduce the risk of conflicts of interest and ensure the impartiality of the assessment

Supporting questions:

❖ *What mechanisms are used to identify risks of conflicts of interest and corruption through the system and ensure the transparency of the assessment process?*

❖ *Based on what criteria will the effectiveness of the use of the system and its impact on the impartiality of the assessment processes be monitored and analyzed?*

Supporting evidence(s):

✓ *Information and supporting documentation on the implementation of the digitalized system.*

12.4. INDICATOR

Applications received by the appeal commission on admission results were formalized, reviewed and their implementation was monitored

Supporting questions:

❖ *In what order were applications received by the appeal commission on admission results received and formalized?*

❖ *On the basis of what documents and procedures was the process of considering appeal applications and making decisions on them organized?*

❖ *Through what mechanisms was the implementation of decisions made on appeal applications monitored?*

Supporting evidence(s):

✓ *Information on the procedure for filing and considering appeals and supporting document(s).*

12.5. INDICATOR

The admission process was constantly monitored and analyzed, and measures were taken to improve the admission process based on the results of the analysis

Supporting questions:

❖ *In what order and with what frequency was the admission process subject to internal control and analysis?*

❖ *What criteria and indicators were used to evaluate the admission process during the internal control and analysis process?*

❖ *What specific measures were taken to improve the admission process based on the results of the internal control and analysis?*

Supporting evidence(s):

✓ *Monitoring and analysis data and the steps taken to improve the process based on it.*

13. CRITERION: The development and approval of an individual plan for the preparation of the dissertation work of the students, a theoretical and methodological program for the specialty based on the established requirements



Note: *It is studied whether an individual work plan and a theoretical and methodological program for the specialty for the gradual completion of the dissertation work of the students are developed, approved, and the scientific activity is monitored.*

13.1. INDICATOR

An individual plan for the preparation of the dissertation work of the students has been developed and approved by the scientific supervisor (consultant) and the management of the educational organization*

Supporting questions:

❖ *Has an individual plan for the preparation of the dissertation work been developed for each student and is it formalized in the established form?*

❖ *Has this individual plan been reviewed and approved by the scientific supervisor (or scientific consultant)?*

❖ *Is the individual plan approved by the management of the educational organization (rector/vice-rector or relevant responsible person) and is it stored in personal work files?*

Supporting evidence(s):

✓ *Approved individual plans of the candidates.*

13.2. INDICATOR

A theoretical and methodological program for the specialty has been developed and approved, and the implementation of tasks is regularly monitored

Supporting questions:

❖ *Is there a theoretical and methodological program for the specialty and by which authorized body is it approved?*

❖ *Are the educational, research and independent work tasks set for doctoral students in this program clearly and measurable?*

❖ *By what mechanisms and at what frequency is the implementation of the tasks set in the program monitored?*

Supporting evidence(s):

✓ *Approved theoretical and methodological programs of the researchers.*

13.3. INDICATOR

Interim and final reports on the dissertation work of the researchers are submitted

Supporting questions:

❖ *Are the reports submitted regularly within the established deadlines and is this process regulated by internal procedures?*

❖ *Are the submitted interim and final reports reviewed by the relevant department, scientific department or scientific councils and formalized with official protocols?*

❖ *Is a conclusion issued by the scientific supervisor and the organization based on the results of the reports and the progress of the researcher to the next stage documented?*

Supporting evidence(s):

✓ *Decisions of the collegiate body based on the monitoring results.*

13.4. INDICATOR

Scientific seminars and discussions were organized during the preparation of the dissertation

Supporting questions:

❖ *How often and at what stages (topic approval, intermediate results, final results) were scientific seminars held on the topics of the dissertation?*

❖ *How was the participation of the doctoral student, scientific supervisor, and scientific supervisors (consultants) of the relevant department (or scientific department) in scientific seminars and discussions ensured?*

❖ *How were the recommendations given to doctoral students at the end of scientific seminars taken into account and formalized in the dissertation work?*

Supporting evidence(s):

✓ *Seminar minutes.*

13.5. INDICATOR

The results of the scientific activities of the researchers are monitored and officially documented by the scientific supervisor (consultant) and the responsible departments

Supporting questions:

❖ *Is the scientific supervisor (consultant) regularly assessing the results of the researcher's scientific activities (article, thesis, patent, report, etc.) and is this assessment documented?*

❖ *Is the responsible department (doctoral department, scientific department or department) monitoring the individual plans and results of the research activities of the researchers?*

❖ *Are official reports, protocols or records in electronic systems formed on the results of the monitoring and are they stored?*

Supporting evidence(s):

✓ *Decisions of the collegiate body on the results of the monitoring.*

14. CRITERION: Academic mobility with scientific organizations and the production sector in the republic and foreign countries has been established

Note: *It is examined whether a system has been established to support the exchange of researchers and scientists with republican and foreign institutions and whether it is implemented on the basis of appropriate agreements.*

14.1. INDICATOR

There is an internal procedure regulating academic mobility with scientific organizations and production sectors in the republic and foreign countries

Supporting questions:

❖ *Does the organization have an approved internal document regulating the academic mobility of doctoral students, independent researchers and scientific staff to national and foreign scientific organizations and production enterprises?*

❖ *Does this internal procedure clearly define the purpose, forms (internship, scientific trip, internship), duration, sources of funding and selection procedure of academic mobility?*

❖ *Are mechanisms for recording, documenting and monitoring the results of academic mobility established (report, certificate, order)?*

Substantiating evidence(s):

✓ *Internal regulations "On the procedure for organizing and implementing academic mobility".*

14.2. INDICATOR

Agreements (memorandums and cooperation agreements) have been concluded with scientific organizations and production sectors in the republic and foreign countries on the implementation of academic mobility

Supporting questions:

❖ *Does the organization have current memorandums and cooperation agreements with scientific organizations or production enterprises in the republic and foreign countries for the purpose of implementing academic mobility?*

❖ *Do these memorandums and cooperation agreements provide for the academic exchange of doctoral students, independent researchers and scientific supervisors (internships, short-term scientific trips, joint research)?*

❖ *Are there any actual activities (sent/received doctoral students, research staff) on academic mobility implemented over the past 3 years on the basis of these agreements?*

Supporting evidence(s):

✓ *Agreements, memoranda and cooperation agreements concluded with scientific organizations and production sectors in the republic and foreign countries on the implementation of academic mobility.*

14.3. INDICATOR

A structural unit for supporting academic mobility has been established and (or) a responsible executive(s) has been identified

❖ *Has a separate structural unit or a responsible executive officially been identified in the organization to coordinate academic mobility issues?*

❖ *Do the tasks and functions of this unit or responsible executive cover the organization, coordination and monitoring of academic mobility?*

❖ *Are the activities of the unit (or executive) responsible for academic mobility reflected in the internal regulatory documents and practical activities of the organization?*

Supporting evidence(s):

✓ *Charter of the structural unit and staffing table.*

14.4. INDICATOR

Academic mobility processes are carried out based on national and international academic mobility requirements

Supporting questions:

❖ *Has the procedure for organizing national and international academic mobility for postgraduate students (PhD, DSc, independent researchers) been approved and implemented at the university?*

❖ *Are there any cases of academic mobility carried out by doctoral students or research scholars in foreign or domestic higher education and scientific organizations over the past 3 years and are they confirmed by documents?*

❖ *Are the results of academic mobility (scientific internship, joint research, scientific report, publications, certificates) integrated into the educational and scientific process?*

Supporting evidence(s):

✓ *Report on the outcome of academic mobility.*

14.5. INDICATOR

Equal opportunities are created for scientific supervisors (consultants) and researchers to participate in academic mobility projects, including projects established under cooperation programs

Supporting questions:

❖ *Is the procedure for participation in academic mobility for scientific supervisors and researchers in the organization open, transparent and established on an equal basis for all?*

❖ *Are opportunities for participation in academic mobility projects equally provided for all areas and all categories of researchers (PhD, DSc, independent researcher)?*

❖ *Is the participation of scientific supervisors (consultants) and researchers in joint academic mobility projects with foreign and local partner organizations confirmed by practical results?*

Supporting evidence(s):

✓ *Information on the creation of equal opportunities for the participation of scientific supervisors (consultants) and researchers in academic mobility projects, including projects established on the basis of cooperation programs.*

14.6. INDICATOR

The contribution of scientific supervisors (consultants) and researchers participating in academic mobility to the internal quality assurance system, educational programs, and the improvement of the educational and scientific process was systematically analyzed

Supporting questions:

❖ *In what form were the knowledge and experience gained by scientific supervisors and researchers participating in academic mobility used to improve educational programs or the educational and scientific process?*

❖ *Were the results of academic mobility analyzed within the framework of the internal quality assurance system, and what decisions were made based on the results of this analysis?*

❖ *What evidence is used to confirm the implementation of the initiatives (new disciplines, educational modules, methodologies, scientific areas) of scientific supervisors and researchers returning from academic mobility?*

Substantiating evidence(s):

✓ *Monitoring and analysis information.*

IV. Direction of organization of the research process

Note: *Activities aimed at planning, managing, evaluating and implementing scientific research results in practice, as well as creating conditions for researchers to achieve high scientific results, are evaluated.*

15. CRITERION: The activities of scientific supervisors (consultants) are developed, approved and carried out based on the established requirements !

Note: *Based on the established requirements, the system of tasks and responsibilities is regulated, the effectiveness of which is assessed, and the state of the research support system for researchers is studied.*

15.1. INDICATOR

Appointment of scientific supervisors (consultants) In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 22, 2017 No. 304 “On measures to further improve the system of postgraduate education

Supporting questions:

❖ *Is the process of appointing scientific supervisors (consultants) formalized in accordance with the requirements established by Resolution of the Cabinet of Ministers No. 304?*

❖ *Is the scientific supervisor (and, if necessary, the consultant) for each doctoral student approved by a separate order?*

❖ *Do the scientific and pedagogical potential of the scientific supervisors (consultants) and their scientific activity over the last 5 years meet regulatory requirements?*

Substantiating evidence(s):

✓ *Information on the appointment of scientific supervisors (consultants) in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 304 dated May 22, 2017.*

15.2. INDICATOR

The tasks assigned to scientific supervisors (consultants) are clearly defined, a system for assessing their activities and monitoring their effectiveness has been established

Supporting questions:

❖ *Which regulatory document establishes the rights and obligations of scientific supervisors and consultants, and is it applied in practice in the process of preparing a PhD/DSc?*

❖ *What criteria are used to evaluate the performance of scientific supervisors (dissertation completion, compliance with deadlines, scientific results) and how systematically is this assessment carried out?*

❖ *Is there a mechanism for encouraging or taking responsibility measures based on the results of monitoring the performance of scientific supervisors (consultants)?*

Substantiating evidence(s):

✓ *Decisions of the collegiate body confirming the results of monitoring.*

15.3. INDICATOR

Analysis and proposals are prepared on the results of the activities of scientific supervisors (consultants)

Supporting questions:

❖ *Are the dissertation defenses, published scientific works and graduation indicators of doctoral students supervised by scientific supervisors (consultants) systematically analyzed?*

❖ *Have shortcomings and problems been identified based on the effectiveness of the activities of scientific supervisors (defense percentage, completion on time, Scopus/WoS articles)?*

❖ *Have specific proposals and management decisions been developed to improve the activities of scientific supervisors based on the results of the analysis?*

Supporting evidence(s):

✓ *Analytical reference and package of proposals on the effectiveness of the activities of scientific supervisors and consultants.*

15.4. INDICATOR

A system of advanced training and methodological support for scientific supervisors (consultants) has been established

Supporting questions:

❖ *In what order and with what frequency is advanced training organized for scientific supervisors (consultants)?*

❖ *What methodological support is introduced to support the activities of scientific supervisors?*

❖ *What documents confirm the participation of scientific supervisors in professional development and the use of methodological support?*

Substantiating evidence(s):

✓ *Information on the availability of internal or external courses, seminars, trainings, methodological manuals, instructions, recommendations, seminar materials.*

16. CRITERION: The dissertation topics are aimed at solving current problems in society, economy and industry, the implementation of the obtained scientific results into practice

Note: *The educational organization studies the orientation of the dissertation topics to solving problems in society, economy and industry, the implementation of scientific results into practice, and the contribution made to the development of the sectors.*

16.1. INDICATOR

The dissertation topics are coordinated with the solution and practical needs of current problems in society, economy and industry

Supporting questions:

❖ *In which sector of society, economy or industry are the dissertation topics aimed at solving a specific problem or need?*

❖ *Were the proposals and needs of industry enterprises, government agencies, or real sector organizations taken into account when formulating the dissertation topics?*

❖ *Is the implementation or feasibility of the research results based on specific mechanisms?*

Substantiating evidence(s):

✓ *Information on compliance with state programs, industry development concepts or strategic documents.*

16.2. INDICATOR

Dissertation topics are selected in accordance with the research areas of the educational organization and in agreement with interested organizations and the production sector

Supporting questions:

❖ *To what extent do the dissertation topics correspond to the approved research areas and priority topics of the higher education or scientific organization?*

❖ *Is there a formal agreement with interested organizations (enterprise, industry organization, customer) in the process of forming dissertation topics?*

❖ *Are the selected dissertation topics aimed at solving the needs of the production sector and practical problems?*

Substantiating evidence(s):

✓ *Information on the problem topic bank and/or the organization's approved research areas.*

16.3. INDICATOR

Research results are applied or implemented in practice (certificate, reference or agreement documents are formalized)

Supporting questions:

❖ *Where and in which organization were the research results implemented in practice?*

❖ *In what form was this result used?*

❖ *Are there official documents confirming the introduction of the scientific result and when were they formalized?*

Supporting evidence(s):

✓ *Formalized act, certificate or agreement documents.*

16.4. INDICATOR

The results obtained on the topics of the dissertation were presented at scientific and practical conferences

Supporting questions:

❖ *At which scientific or practical conferences were the scientific results relevant to the topic of the dissertation presented?*

❖ *On which chapter or results of the dissertation work was the presented report (oral or poster) based?*

❖ *Did the researcher personally participate in the conference and is this participation confirmed by documents?*

Substantiating evidence(s):

✓ *Information on the connection between the topic of the conference proceedings and the content of the dissertation identified.*

16.5. INDICATOR

Patent, monograph, copyright certificate or license obtained for scientific results (in relevant areas)

Supporting questions:

❖ *What types of intellectual property objects (patents, monographs, copyright certificates or licenses) were created as a result of scientific research?*

❖ *In which research area or field (technology, natural sciences, medicine, agriculture, etc.) were these scientific results obtained and how are they related to the content of the educational program?*

❖ *Have the obtained patents, monographs or licenses been officially registered and are there supporting documents for them?*

Supporting evidence(s):

✓ *Patents, monographs, copyright certificates and/or licenses obtained for scientific results in relevant fields.*

17. CRITERION: Distribution of scientific supervisors (consultants) in accordance with established norms

Note: *The workload of scientific supervisors (consultants) is studied on the basis of regulatory documents, based on the number of students, specialization and complexity of the scientific topic, and the state of its accounting and control.*

17.1. INDICATOR

The procedure for determining the workload of scientific supervisors (consultants) is regulated by internal document(s) (rules, procedure, regulations

Supporting questions:

❖ *On the basis of what standards are the workloads of scientific supervisors and scientific consultants for working with doctoral students determined?*

❖ *By which internal document are the workloads of the scientific supervisor (consultant) regulated and when was this document approved?*

❖ *How are these workloads controlled and taken into account in practice?*

Substantiating evidence(s):

✓ *Internal document(s) of the educational organization on the procedure for determining the workloads of scientific supervisors (consultants).*

17.2. INDICATOR

The established norms (number of students, time standard, and scope of tasks) were taken into account when allocating workload to each scientific supervisor (consultant)

Supporting questions:

❖ *Does the number of students assigned to the scientific supervisor (consultant) at the same time comply with the requirements of current regulatory documents?*

❖ *Is scientific supervision activities defined as a separate time standard in the scientific and pedagogical workload or individual work plan?*

❖ *Are the tasks of the scientific supervisor (consultant) in working with the researcher documented (guidance on the topic, review of dissertation sections, reports, participation in the certification process)?*

Substantiating evidence(s):

✓ *The time standard approved in the educational organization when determining the workload assigned to the scientific supervisor (consultant).*

17.3. INDICATOR

The scientific supervisor (consultant) workload is accurately calculated in proportion to the number of researchers

Supporting questions:

❖ *Is the number of researchers assigned to scientific supervisors (consultants) determined in accordance with current regulatory documents?*

❖ *Is the scientific supervision (consultant) workload calculated separately for each Scientific Supervisor (consultant) and confirmed by official documents?*

❖ *Is the scientific supervision workload planned in accordance with the academic workload and scientific activity plans?*

Supporting evidence(s):

✓ *Information on the fact that the workload of scientific supervisors (consultants) in the educational organization is formed in proportion to the number of candidates.*

17.4. INDICATOR

Information on the workload of scientific supervisors (consultants) is recorded in electronic or paper form

Supporting questions:

❖ *Through which document or electronic system is the workload of scientific supervisors (consultants) for doctoral students recorded?*

❖ *Is the number of doctoral students assigned and the type of supervision (main/consultant) indicated separately for each scientific supervisor (consultant)?*

❖ *Is this upload information regularly updated and approved by the responsible department?*

Supporting evidence(s):

✓ *Table, electronic register.*

18. CRITERION: Possession of published articles, theses and intellectual property rights documents based on research results by researchers

Note: *The effectiveness of researchers' scientific work is expressed in published articles, theses and patents, the novelty of their results, their practical significance, and the degree of compliance with the requirements of the established scientific degree are studied.*

18.1. INDICATOR

Documents protecting intellectual property rights (patents, certificates, etc.) regarding the results of scientific work have been obtained

Supporting questions:

❖ *What types of intellectual property documents (patents, certificates, etc.) have been obtained based on scientific work performed within the framework of postgraduate education over the past 5 years?*

❖ *Are there PhD, DSc researchers or scientific supervisors among the authors of the obtained patents or certificates, and which educational program are they related to?*

❖ *How are these intellectual property documents related to the results of the dissertation, practical developments or scientific projects and in what areas were they obtained?*

Supporting evidence(s):

✓ *Patents and certificates.*

18.2. INDICATOR

Information on published works and patents is included in the electronic information base of the educational organization

Supporting questions:

❖ *Is there a single electronic database for entering information on published scientific articles and patents?*

❖ *Is the information on published scientific works and patents in the electronic database regularly updated and controlled by the responsible department?*

❖ *Is the information on scientific works and patents included in the electronic database supported by supporting documents?*

Substantiating evidence(s):

✓ *Information on publications and patents included in the electronic database of the educational organization.*

18.3. INDICATOR

The scientific research results of the researchers (scientific novelty, practical significance and scientific publications) were discussed and evaluated in terms of compliance with the requirements of the scientific degree

Supporting questions:

❖ *Were the scientific research results of the researchers (dissertation, articles, patents) regularly discussed at relevant scientific seminars, departments or scientific councils?*

❖ *Was the scientific novelty and practical significance of the researchers assessed in writing by the scientific supervisor, reviewers or experts and found to be in accordance with the requirements of the scientific degree?*

❖ *Do the researchers' scientific publications (OAK, Scopus, Web of Science and other recognized sources) meet the minimum requirements set out in current regulatory documents?*

Supporting evidence(s):

✓ *Relevant reports.*

19. CRITERION: The educational organization conducts research effectiveness analyses and discusses the results

Note: *The results of scientific research activities are constantly analyzed, discussed, and the effectiveness of the system for improving scientific work and increasing efficiency is studied.*

19.1. INDICATOR

There is a monitoring system that maintains annual or semi-annual analytical reports on the effectiveness of scientific research activities

Supporting questions:

❖ *Are annual or semi-annual analytical reports regularly prepared and approved in the organization to assess the effectiveness of scientific research activities?*

❖ *Do these reports reflect specific indicators of scientific results (articles, grants, dissertations, patents, etc.) and their analysis?*

❖ *Are analytical reports generated on scientific research activities summarized through the monitoring system and used in management decisions (council, order, plan)?*

Substantiating evidence(s):

✓ *Monitoring report.*

19.2. INDICATOR

The results of the analysis were discussed at meetings of a collegiate body or special commission

Supporting questions:

❖ *Which results of the analysis (curriculums, activities of scientific supervisors, results of doctoral students, defenses, deadlines, etc.) were discussed at a meeting of a collegiate body or special commission?*

❖ *At which meeting of a **collegiate body or commission** (Academic Council, Scientific and Technical Council, Special Commission, Doctoral Commission, etc.) was this discussion held?*

❖ *What **decisions, recommendations or instructions** were made as a result of the discussion and how was their implementation monitored?*

Substantiating evidence(s):

✓ *Analysis results, minutes of meetings of the collegial body and/or special commission.*

19.3. INDICATOR

Measures to improve scientific activity were established based on the results of the discussion

Supporting questions:

❖ *In which bodies or meetings were the issues of scientific activity discussed and the results of the discussion formalized?*

❖ *Were specific measures established based on the problems and shortcomings identified during the discussion (with responsible persons, deadlines, expected results)?*

❖ *Was the implementation of the identified measures monitored and their results considered in subsequent discussions?*

Substantiating evidence(s):

✓ *Plan of measures to improve scientific activity.*

19.4. INDICATOR

Reports on the analysis of scientific activity results are stored in a database or information system

Supporting questions:

❖ *In which information system or database are analytical reports on the results of scientific activity (articles, projects, patents, dissertations, etc.) generated and stored?*

❖ *How often (monthly, quarterly, annually) are these reports updated, and who is the unit or person responsible for their generation?*

❖ *Are analytical data, conclusions or draft decisions prepared for management based on the results of scientific activities stored in the information system?*

Supporting evidence(s):

✓ *Reports on the analysis of scientific activity results, screenshots of the information system, internal regulatory documents.*

20. CRITERION: The implementation of the established individual work plans of researchers is monitored in an established manner

Note: *The effectiveness of the system for systematically monitoring the implementation of individual plans of researchers based on established requirements, the performance of tasks, compliance with deadlines and the analysis of the quality of scientific results is studied.*

20.1. INDICATOR

A monitoring schedule and control system for the implementation of individual plans have been established

Supporting questions:

❖ *Are individual plans approved for doctoral students (PhD/DSc) and independent researchers and are there periodic monitoring schedules for their implementation?*

❖ *Are the mechanisms for assessing and controlling the implementation of individual plans (responsible persons, periodicity, reporting forms) established by internal regulatory documents?*

❖ *Are decisions on the implementation of individual plans (warning, extension, recommendations, or progression) made based on monitoring results and are they documented?*

Supporting evidence(s):

✓ *A control journal and/or electronic monitoring database maintained by the Doctoral Department (or the Department of Scientific Affairs), as well as annual (or interim) reports on the implementation of individual plans.*

20.2. INDICATOR

Periodic reports on the activities of researchers are submitted by scientific supervisors (consultants)

Supporting questions:

❖ *At what frequency (quarterly, semi-annually, annually) and in what order do scientific supervisors (consultants) submit reports on the activities of researchers?*

❖ *To what extent do the reports reflect the implementation of scientific work (dissertation stages, articles, experiments, conferences) specified in the individual plan of the researcher?*

❖ *Is there a mechanism for making decisions on the activities of the researcher (continuation, warning, recommendations) based on the submitted periodic reports?*

Substantiating evidence(s):

✓ *Periodic reports submitted by scientific supervisors (consultants) on the activities of researchers.*

20.3. INDICATOR

Meetings or discussions are held on the results of the implementation of the individual plan of the researchers

Supporting questions:

❖ *In which collegial bodies (department, scientific seminar, scientific council) and with what frequency are discussions on the implementation of the individual plan of the researchers held?*

❖ *As a result of the discussions, what conclusions, recommendations or decisions are made on the implementation of the research plan of the researcher and where are they recorded?*

❖ *How is the progress of the individual plan of the student monitored and documented by the supervisor and the department (or academic department)?*

Supporting evidence(s):

✓ *Minutes of meetings and/or discussions held on the results of the individual plan of the student.*

20.4. INDICATOR

Conclusions and recommendations are prepared based on the results of monitoring

Supporting questions:

❖ *Have the results of the monitoring of the implementation of the educational program been analyzed and formal conclusions have been developed based on them?*

❖ *Have specific recommendations been formulated based on the results of the monitoring to improve the educational program?*

❖ *Have the conclusions and recommendations prepared been reviewed by the responsible departments and reinforced with decisions or measures for implementation?*

Supporting evidence(s):

✓ *Conclusions and recommendations are prepared based on the results of monitoring.*

20.5. INDICATOR

Measures are set for unfulfilled tasks and implementation control is carried out

Supporting questions:

❖ *Is there a mechanism for analyzing and formalizing the reasons for unfulfilled tasks when they are identified?*

❖ *Are specific measures (deadline, responsible person, expected result) for unfulfilled tasks defined and documented?*

❖ *Is a system of continuous control (monitoring, review, reporting) over the implementation of the defined measures established?*

Supporting evidence(s):

✓ *Measures for unfulfilled tasks and documents on the implementation of executive control.*

V. Human resources direction

Note: *Activities aimed at ensuring the quality and sustainability of education are assessed by assessing the human resources potential of the educational*

organization, the qualifications, scientific level and professional development of pedagogical and managerial staff.

21. CRITERION: Compliance of the activities of scientific supervisors (consultants) with the established requirements and the proportion of timely defenses of students who graduated under their supervision in the last three years

Note: *The effectiveness of scientific supervisors is studied by the level of defense of dissertations of students who have been supervisors (consultants) in the last three years within the established deadlines, assessed based on the established requirements.*

21.1. INDICATOR

A list of supervised researchers has been formed for each scientific supervisor (consultant

Supporting questions:

❖ *Is there a list of researchers (PhD, DSc, independent researcher) assigned to each scientific supervisor (consultant) operating in the organization and is it systematically formed?*

❖ *Does this list fully reflect the researcher's FISH., type of education (PhD/DSc), specialty, year of admission, scientific supervisor (consultant) FISH., and order details?*

❖ *Is the list of supervisors consistent with current orders, personal work documents and electronic monitoring systems (for example, postgraduate education platforms)?*

Substantiating evidence(s):

✓ *List of students supervised by each supervisor (consultant) in the educational organization.*

21.2. INDICATOR

A report on the defense of students by supervisor (consultant) over the past three years is maintained

Supporting questions:

❖ *Is a separate record kept of which students (PhD/DSc) have successfully defended their dissertations by supervisor (consultant) over the past three years?*

❖ *Are the results of defenses by supervisor (consultant) systematically formed in the form of a table or electronic register?*

❖ *Are these reports used to analyze the activities of scientific supervisors, assess their effectiveness, or plan their work (report, reference, service record)?*

Supporting evidence(s):

✓ *Report on the defense of dissertations by scientific supervisors (consultants) in the educational organization over the past three years.*

21.3. INDICATOR

The percentage of dissertations defended within the established deadlines among the candidates

Supporting questions:

❖ *How many students (PhD/DSc) were admitted to the educational program in the reporting period (for example, the last 5 years) and how many of them defended their dissertations within the established regulatory period?*

❖ *Is the concept of a fixed period (PhD - 3 years, DSc - 3 years or in accordance with regulatory documents) clearly defined in the educational program and are these deadlines observed?*

❖ *Does the share (in percent) of students who completed the defense within the established period sufficiently reflect the effectiveness of the educational program?*

Supporting evidence(s):

✓ *data from monitoring.ilmiy.uz or relevant information systems and/or statistical reference (in tabular form).*

21.4. INDICATOR

An analysis of the effectiveness of scientific supervision (consultancy) has been established

Supporting questions:

❖ *On what criteria is the activity of scientific supervisors (consultants) evaluated and how regularly are these criteria analyzed?*

❖ *What management or organizational decisions were made based on the results of the analysis of the effectiveness of scientific supervision?*

❖ *How do the results of monitoring and analysis of the activities of academic supervisors affect the quality of postgraduate education?*

Substantiating evidence(s):

✓ *Internal regulatory document on the criteria for evaluating the activities of academic supervisors (consultants) (approved by order of the university rector or decision of the Academic Council).*

21.5. INDICATOR

The results of the scientific supervisor (consultant) activities were discussed at the meetings of the collegiate body

Supporting questions:

- ❖ *At which meetings of the collegiate body were the results of the scientific activities of doctoral students or independent researchers conducted by the scientific supervisor (consultant) discussed?*
- ❖ *What decisions or recommendations were made on the issues discussed?*
- ❖ *Were the discussions held regularly and on a planned basis, and were their results reflected in official documents?*

Supporting evidence(s):

- ✓ *Minutes of the meetings of the collegiate body.*

22. CRITERION: Involvement of doctors of science working in educational organizations in scientific supervision (consultancy)

Note: *The processes of involving doctors of science as scientific supervisors (consultants) in educational organizations, rational use of their scientific potential, and effective guidance of researchers in scientific research are studied.*

22.1. INDICATOR

Doctors of Science working in an educational organization are involved in scientific supervision (consultancy) in the field of specializations

Supporting questions:

- ❖ *In which specializations are doctors of science working in an educational organization assigned as scientific supervisors or scientific consultants for doctoral students (PhD/DSc)?*
- ❖ *Does the involvement of doctors of science as scientific supervisors (consultants) correspond to the areas of postgraduate education and approved educational programs?*
- ❖ *Is the number and composition of doctors of science involved as scientific supervisors (consultants) sufficient in terms of the contingent of doctoral students and specialties?*

Substantiating evidence(s):

- ✓ *Orders on assignment to scientific supervisors (consultants).*

22.2. INDICATOR

The correspondence between the specialties of doctors of science acting as scientific supervisors (consultants) and the specialties of the candidates is ensured

Supporting questions:

❖ *Does the scientific degree and specialty of the scientific supervisor (consultant) correspond to the topic and specialty of the candidate's dissertation?*

❖ *Is the scientific activity of the scientific supervisor (consultant) in recent years (articles, projects, monographs) directly related to the research area of the candidate?*

❖ *Has the correspondence of the specialty of the scientific supervisor (consultant) indicated in official documents (diploma, certificate, direction of dissertation defense) with the specialty of the candidate been confirmed?*

Supporting evidence(s):

✓ *Documents confirming compliance, order of the rector on the assignment of a scientific supervisor (consultant) and a researcher.*

22.3. INDICATOR

An analytical report on the results of the scientific supervisor (consultant) activities of Doctors of Science is maintained

Supporting questions:

❖ *How many doctoral students and independent researchers have been supervised (consulted) by Doctors of Science over the past 3 years and what were their scientific results (defense, article, patent)?*

❖ *What criteria were used to analyze the effectiveness of the activities of scientific supervisors (consultants) (number of defenses, compliance with deadlines, publication activity, etc.)?*

❖ *What management or organizational decisions were made based on the results of scientific supervision (incentives, workload redistribution, restrictions or recommendations)?*

Substantiating evidence(s):

✓ *Annual analytical report on the scientific supervision (consulting) activities of Doctors of Science.*

23. CRITERION: Quality indicators of the composition of scientific supervisors (consultants) and the effectiveness of their scientific and organizational activities ❗

Note: The qualifications, scientific potential and effectiveness of the organizational activities of scientific supervisors (consultants) are assessed based on their academic degree, title, publications, patents and participation in projects.

23.1. INDICATOR

A list of scientific publications of scientific supervisors (consultants) published in the last 3 years is maintained

Supporting questions:

❖ *Has a single and systematic list of scientific publications of all scientific supervisors and consultants participating in postgraduate education been formed in the last 3 years?*

❖ *Is this list of scientific publications regularly updated based on official information sources?*

❖ *Have the publications of scientific supervisors (consultants) been analyzed and documented for their relevance to their core specialty and the direction of the dissertation they are supervising?*

Substantiating evidence(s):

✓ *Data from Scopus, Web of Science, Google Scholar and OAK databases.*

23.2. INDICATOR

Participation of scientific supervisors (consultants) in implemented scientific, project and innovative work is ensured

Supporting questions:

❖ *In which state grants, international projects or economic contracts have scientific supervisors (consultants) participated in scientific, project and innovative work over the past 3 years?*

❖ *Were doctoral students (basic doctoral students, independent researchers) involved in these scientific, project and innovative work and what documents confirm their participation?*

❖ *What practical or scientific results have been achieved as a result of scientific, project and innovative work with the participation of scientific supervisors (consultants)?*

Supporting evidence(s):

✓ *References on the participation of scientific supervisors (consultants) in scientific, project and innovative work.*

23.3. INDICATOR

There are developments protected by articles (in the established order) in scientific journals with the participation of scientific supervisors (consultants) that have received significant scientific news and have a sufficiently high impact factor and are included in the international system

Auxiliary questions:

❖ *Have doctoral students obtained an invention, utility model, selection achievement or patent with the participation of a scientific supervisor (or scientific consultant) and are these results directly related to the topic of the dissertation?*

❖ *Are the scientific results obtained as part of doctoral dissertations published in journals with an impact factor and included in international scientific databases (Scopus, Web of Science) in accordance with the minimum requirements?*

❖ *Has the dissertation been successfully defended based on these patents and scientific articles, and have these results been officially recognized during the defense process?*

Supporting evidence(s):

✓ *Patents, selection achievements, DGU and BGU, etc.*

23.4. INDICATOR

There are annual evaluation results for the effectiveness of the activities of scientific supervisors (consultants)

Supporting questions:

❖ *Has the organization approved the procedure for annual evaluation of the activities of scientific supervisors (consultants) and is it applied in practice?*

❖ *Has a formal evaluation of the activities of scientific supervisors (consultants) been conducted in the last reporting year and have the results been documented?*

❖ *Have the evaluation results been used to improve the activities of scientific supervisors (consultants)?*

Supporting evidence(s):

✓ *Regulations on the procedure for evaluating the activities of scientific supervisors (consultants), report on the annual evaluation of the activities of scientific supervisors (consultants), minutes of the scientific council or responsible commission.*

24. CRITERION: Establishment of a system for evaluating the effectiveness of the activities of scientific supervisors (consultants) and the organization of material and moral incentives on this basis

Note: *It is studied whether the educational organization has established a system for assessing the effectiveness of the activities of scientific supervisors (consultants), and whether material and moral incentive measures are implemented based on the assessment results.*

24.1. INDICATOR

Criteria and indicators for assessing the activities of scientific supervisors (consultants) have been developed

Supporting questions:

❖ *Are there approved criteria and indicators for assessing the activities of scientific supervisors (consultants) in the organization?*

❖ *At what frequency and by which body is the activity of scientific supervisors (consultants) evaluated?*

❖ *Are incentives or measures taken against scientific supervisors (consultants) based on the assessment results?*

Substantiating evidence(s):

✓ *Regulation on the procedure for assessing the activities of scientific supervisors (consultants), resolution of the council, rating or monitoring table for assessing the activities of scientific supervisors, analytical reference on the defense of doctoral dissertations, scientific results and deadlines.*

24.2. INDICATOR

The procedure for implementing the assessment process (periodicity, responsible structures) is established

Supporting questions:

❖ *What document regulates the assessment of the scientific activities of doctoral students and independent researchers and at what frequency is the assessment carried out?*

❖ *What structural structures and officials are responsible for organizing the assessment process and formalizing its results?*

❖ *What documents are used to formalize the evaluation results and what management decisions are made based on them?*

Substantiating evidence(s):

✓ *Regulations on postgraduate education, internal regulations or instructions on the procedure for evaluating the scientific activities of doctoral students (PhD/DSc).*

24.3. INDICATOR

There are annual or semi-annual evaluation results of the activities of scientific supervisors (consultants)

Supporting questions:

❖ *Is there an approved procedure or internal regulation for evaluating the activities of scientific supervisors (consultants)?*

❖ *Has a formal evaluation of the activities of scientific supervisors (consultants) been conducted for the last year (or half a year) and its results have been formalized?*

❖ *Have appropriate management decisions (incentives, warnings, recommendations) been made based on the evaluation results?*

Supporting evidence(s):

✓ *Internal regulations “On the procedure for evaluating the performance of scientific supervisors (consultants), annual (or semi-annual) report on the evaluation of the performance of scientific supervisors (consultants), minutes of the meeting of the scientific council and/or relevant commission.*

24.4. INDICATOR

The practice of making incentives or proposals based on the evaluation results has been established

Supporting questions:

❖ *On what criteria are the activities of doctoral students and scientific supervisors evaluated and where are these criteria approved?*

❖ *To whom, when and in what form are incentives or proposals made based on the evaluation results?*

❖ *In which collegial bodies are the evaluation results considered and how are the decisions formalized?*

Substantiating evidence(s):

✓ *Order of the rector (or director), list of promoted persons, analytical report on the evaluation results.*

24.5. INDICATOR

The system of material and moral incentives for the effectiveness of the activities of scientific supervisors (consultants) is practically established

Supporting questions:

❖ *Have the criteria and procedure for evaluating the activities of scientific supervisors (consultants) been approved?*

❖ *Are there practical examples of financial or moral incentives being provided to scientific supervisors (consultants) based on their effectiveness?*

❖ *Is the incentive process carried out systematically on the basis of official documents and orders?*

Supporting evidence(s):

✓ *Regulation on the procedure for evaluating and encouraging the activities of scientific supervisors (consultants) in postgraduate education, a copy of the order or financial document on rewarding (stipend, one-time incentive), minutes of the Scientific Council.*

25. Work carried out with researchers who did not defend their dissertations on time, control measures and their effectiveness, measures taken against scientific supervisors and advisors

Note: *The processes of systematic work with researchers who did not defend their dissertations on time, conducting control measures, analyzing the results, and determining appropriate measures against scientific supervisors and advisors are studied.*

25.1. INDICATOR

A list of students who did not defend their dissertations on time has been formed and an analysis has been conducted on them

Supporting questions:

❖ *Has the list of students who did not defend their dissertations on time (PhD/DSc) been formed in accordance with the approved procedure and is it regularly updated?*

❖ *Have the main reasons for the delay in the defense deadline been analyzed?*

❖ *Have measures been developed to eliminate the problems of students who did not defend their dissertations on time and are their implementation monitored?*

Substantiating evidence(s):

✓ *The educational organization has a list of students who did not defend their dissertations on time and analytical information on them.*

25.2. INDICATOR

There are explanatory, consulting and assistance measures taken with students who did not defend their dissertations on time

Supporting questions:

❖ *Has the list of students who did not defend their dissertations on time been formed and is it constantly monitored?*

❖ *Has explanatory, consulting and methodological assistance been carried out with these students individually or in groups?*

❖ *As a result of the measures taken, have the level of preparation or deadlines for the defense of the students been re-determined?*

Supporting evidence(s):

✓ *List of candidates who did not defend their thesis on time, minutes of explanatory and advisory meetings, conclusions and recommendations of academic supervisors, individual work plans or reconfirmed calendar plans, materials confirming the provision of advice and methodological assistance.*

25.3. INDICATOR

Is there a practice of assessing the responsibility of scientific supervisors (consultants) or taking measures against them

Supporting questions:

❖ *What internal regulatory documents establish the responsibilities and obligations of scientific supervisors in the activities of doctoral students and how are they assessed?*

❖ *Is there a practice of analyzing and evaluating the activities of the supervisor in cases where the tasks set by the scientific supervisor are not fulfilled or the scientific activity of the doctoral student is weak?*

❖ *Does the mechanism for applying warnings, restrictions or other disciplinary measures against the scientific supervisor (consultant) when shortcomings are identified?*

Substantiating evidence(s):

✓ *Internal document on the procedure for organizing and evaluating the activities of scientific supervisors (consultants), minutes of the scientific council, orders on the application of warnings or restrictions to scientific supervisors, internal report and/or reference on monitoring the activities of scientific supervisors.*

25.4. INDICATOR

Individual plan or re-work plan is developed with the candidates and its implementation is monitored

Supporting questions:

❖ *Is there an approved individual plan or re-work plan for each candidate (PhD/DSc) and is it formalized by the academic supervisor and the organization?*

❖ *Is the implementation of the individual plan or re-work plan monitored regularly?*

❖ *In cases where the plan was not implemented or was delayed, has a rework plan been developed and approved on the basis of an appropriate order or protocol?*

Supporting evidence(s):

✓ *Individual work plan of the researcher, rework plan (if necessary), minutes of scientific seminars, department and/or laboratory meetings, written conclusions or monitoring reports of the scientific supervisor, orders of the head of the organization, annual (interim) reports of the researcher.*

25.5. INDICATOR

The share of researchers who did not defend their dissertations on time is analyzed by year and performance indicators are determined

Supporting questions:

❖ *What percentage of researchers studying at the postgraduate level of higher education in the last 3-5 years did not defend their dissertations on time?*

❖ *What factors explain the main reasons for researchers who did not defend their dissertations on time?*

❖ *What systematic measures have been taken to reduce this situation and increase the efficiency of educational programs, and what are their results?*

Supporting evidence(s):

✓ *Reference and performance indicators that determine the percentage of researchers who did not defend their dissertations on time over the years.*

VI. Research direction

Note: *Activities aimed at increasing the capacity of the scientific supervisor (consultant) and researchers, implementing scientific results into practice, developing international cooperation, and ensuring the effectiveness of the necessary infrastructure and monitoring systems are evaluated.*

26. CRITERION: International and republican scientific-methodological and practical conferences held

Note: *The process of regularly organizing international and republican scientific-methodological and practical conferences is studied in order to increase the effectiveness of scientific research and expand cooperation.*

26.1. INDICATOR

International and republican conferences held by the educational organization

Supporting questions:

❖ *How many international and republican scientific-practical conferences, conferences, seminars or forums were held at the initiative of the educational organization during the reporting period?*

❖ *Did leading foreign and republican scientists, scientific organizations or representatives of higher education institutions participate in the conferences?*

❖ *Were scientific discussions, reports or presentations of scientific results related to postgraduate education (PhD, DSc, independent researchers) held within the framework of these conferences?*

Supporting evidence(s):

✓ *Order of the head of the educational organization to hold the conference and a list of international and republican conferences held.*

26.2. INDICATOR

The directions and topics of the conferences correspond to the research directions

Supporting questions:

❖ *To what extent do the main directions and topics of the scientific conferences held in the organization correspond to the approved research directions?*

❖ *How are the scientific conferences held over the past 3 years related to the scientific research topics of doctoral studies, basic doctoral studies and independent researchers?*

❖ *To what extent were the priority scientific areas of the department, scientific department or laboratory taken into account when forming the topics of scientific conferences?*

Supporting evidence(s):

✓ *Analytical reference on the correspondence of the scientific conference topics to the scientific research areas.*

26.3. INDICATOR

Scientific researchers, scientific supervisors (consultants), employees, system organizations and foreign organizations participated in the conferences

Supporting questions:

❖ *What is the number and type of republican and international scientific conferences in which scientific researchers and their scientific supervisors participated within the framework of postgraduate education during the last reporting period?*

❖ *Did representatives of system organizations (ministries, scientific centers, industrial enterprises) and foreign organizations participate in these conferences and in what form was this participation carried out (lecture, memorandum of cooperation, panel discussion)?*

❖ *What practical impact has the participation of researchers in conferences had on the development of dissertation topics, scientific results, and international cooperation?*

Supporting evidence(s):

✓ *Information confirming the composition of participants.*

26.4. INDICATOR

Conference materials (abstracts, collections of articles) published

Supporting questions:

❖ *Have there been any scientific conferences held or participated in within the framework of the educational program with the participation of doctoral students, independent researchers or scientific supervisors in the last 3 years?*

❖ *Have theses or collections of articles (in print or electronic form) been officially published as a result of these conferences and do they have ISBN/ISSN or official publication information?*

❖ *Do the published conference materials clearly indicate the authorship or co-authorship of individuals (PhD/DSc/doctoral student) studying in this educational program?*

Supporting evidence(s):

✓ *Conference proceedings.*

26.5. INDICATOR

There are decisions, recommendations or practical proposals adopted as a result of the conferences

Supporting questions:

❖ *Has an official decision, resolution or recommendation document been adopted as a result of the scientific conference (conference, seminar, forum)?*

❖ *Do the decisions or recommendations contain specific practical proposals for improving the training of doctoral students (PhD/DSc), research areas or educational programs?*

❖ *Is there evidence that these decisions and recommendations have been implemented (or are planned to be implemented) in educational or scientific processes?*

Supporting evidence(s):

✓ *Decisions, recommendations or practical proposals adopted as a result of the conferences.*

26.6. INDICATOR

There is an analysis or report on the impact of conferences on the effectiveness of scientific and research activities

Supporting questions:

❖ *Have the results of scientific conferences (international, republican, regional) held in the areas of postgraduate education been analyzed to determine how they affected research activities?*

❖ *Is there analytical data on the increase in scientific activity (article publication, collaboration, grants) of doctoral students and researchers who participated in the conferences?*

❖ *Have the proposals and conclusions formed as a result of scientific conferences been integrated into research plans or educational programs?*

Supporting evidence(s):

✓ *Information in the form of an analysis and/or report on the impact of conferences held in an educational organization on the effectiveness of research activities.*

27. CRITERION: Cooperation with enterprises and organizations in the implementation of research results is established in the implementation of scientific research activities

Note: *In order to implement research results into practice, scientific cooperation with local and foreign enterprises and organizations is established, innovative projects and pilot projects are being studied.*

27.1. INDICATOR

There are signed agreements and terms of validity on cooperation with organizations

Supporting questions:

❖ *Has the organization signed official cooperation agreements (memorandum, agreement, agreement) with local or foreign organizations in the implementation of doctoral (PhD/DSc) educational programs?*

❖ *Are the areas of study, research, scientific supervision, internship, joint project or academic exchange clearly defined in the signed cooperation agreements?*

❖ *Are the duration of the cooperation agreements (start and end dates) clearly indicated and are they currently in force (or renewed) documented?*

Supporting evidence(s):

✓ *Signed agreements and register.*

27.2. INDICATOR

There are implemented research and innovation projects

Supporting questions:

❖ *Are there any research or innovation projects implemented in the organization in the last 3–5 years related to the PhD/DSc educational programs?*

❖ *Is the direct participation of doctoral students (PhD, DSc) and independent researchers ensured in these projects?*

❖ *Are the results of research and innovation projects scientifically or practically formalized?*

Supporting evidence(s):

✓ *Internal document(s) on the KPI system.*

✓ *Register of scientific research and innovation projects, contracts for state scientific and technical programs or grant projects, contracts for scientific and research work based on economic contracts.*

27.3. INDICATOR

There are acts, protocols or supporting documents on the implementation of scientific results

Supporting questions:

❖ *In which organization, enterprise or institution were the results of scientific research applied?*

❖ *What part of the scientific result was put into practice and what benefit was obtained from it?*

❖ *Are the implementation process and results confirmed by official documents?*

Supporting evidence(s):

✓ *Availability of acts, protocols or supporting documents on the implementation of scientific results.*

27.4. INDICATOR

There are scientific conferences, seminars or presentations held with the participation of partner organizations

Supporting questions:

❖ *With which local or foreign partner organizations have scientific conferences, seminars or presentations been jointly organized over the past 3 years?*

❖ *In what form (international conference, republican seminar, scientific presentation, webinar, etc.) and in what areas were the events held with the participation of partner organizations?*

❖ *How was the participation of doctoral students (PhD/DSc), independent researchers or scientific supervisors ensured in these events and what documents are used to confirm this?*

Supporting evidence(s):

✓ *List of scientific conferences held with the participation of partner organizations and the order of the head of the organization.*

28. CRITERION: Participation of the educational organization in local and international scientific grant competitions in relevant fields and its effectiveness

Note: *The educational organization assesses the creation of necessary conditions to support scientific research activities and international mobility of scientific supervisors (consultants), practical application, commercialization and patenting processes of scientific developments.*

28.1. INDICATOR

The educational organization provides the opportunity for the scientific supervisor (consultant) and researchers to regularly participate in local and international scientific grant competitions

Supporting questions:

❖ *Does the educational organization have internal mechanisms (announcement, consultation, assistance in preparing documents) to involve researchers and scientific supervisors in local and international scientific grant competitions?*

❖ *In which scientific grant competitions have researchers and scientific supervisors participated in the last 3 years and what were the results?*

❖ *Is there a scientific department or responsible structure that provides information on scientific grants, provides consultations, and prepares projects?*

Supporting evidence(s):

✓ *Information on the participation of researchers and scientific supervisors in local and international scientific grant competitions.*

28.2. INDICATOR

Seminars, trainings and master classes were held in the educational organization to develop the scientific and innovative activities of the scientific supervisor (consultant) and researchers

Supporting questions:

❖ *What seminars, trainings or master classes were held with the participation of scientific supervisors and researchers during the reporting period aimed at developing scientific and innovative activities?*

❖ *What categories of participants participated in these events and what was their total number?*

❖ *What practical results were achieved in scientific and innovative activities as a result of the seminars and trainings held?*

Substantiating evidence(s):

✓ *Approved annual plan for conducting seminars and trainings, order or decree on the organization of events, as well as a list of participants and a brief report on the events held*

28.3. INDICATOR

There are research and development and "Startup" projects implemented on the basis of a state order

Supporting questions:

❖ *Does the organization have research and/or startup projects funded on the basis of a state order over the past 3 years?*

❖ *Is the participation of doctoral students (PhD/DSc), independent researchers or young researchers ensured in these projects?*

❖ *Have the results of projects based on a state order been implemented in practice or brought to the commercialization stage?*

Supporting evidence(s):

✓ *List of research and development and "Startup" projects implemented on the basis of a state order in the educational organization.*

28.4. INDICATOR

Grants funded by international scientific foundations, programs, and donor organizations are available

Supporting questions:

❖ *Which grant projects funded by international scientific foundations, programs, or donor organizations have been implemented or are currently being implemented in the organization over the past 3–5 years?*

❖ *Did postgraduate students participate in these grant projects, and what was the impact on their scientific activities?*

❖ *In what areas (scientific research, laboratory equipment, internships, publications, academic mobility, etc.) were the funds received within the framework of international grants directed?*

Supporting evidence(s):

✓ *Grants funded by international scientific foundations, programs and donor organizations in the educational organization.*

28.5. INDICATOR

The grants received correspond to the priority scientific areas of the educational organization, and their results are implemented in the production and educational process, as well as directly integrated into the process of developing and improving relevant educational programs

Supporting questions:

❖ *To what extent do the received grant projects correspond to the approved priority scientific areas of the educational organization and what official documents justify this correspondence?*

❖ *In which production facilities or in the educational process have the scientific results obtained within the framework of the grant projects been implemented, and what documents have confirmed this process?*

❖ *How have the results of the grant projects been integrated into the development and improvement of doctoral (PhD/DSc), master's or other postgraduate educational programs?*

Supporting evidence(s):

✓ *Register of awarded grant projects, copies of grant agreements and financing documents, acts of introducing scientific results into production,*

department protocols on results introduced into the educational process, documents on changes made to educational programs, list of dissertations and scientific works prepared on the basis of grant projects.

28.6. INDICATOR

Research was conducted within the framework of grant projects, as a result of which scientific articles, patents, monographs, new technologies and practical recommendations were developed and implemented

Supporting questions:

❖ *Which state, international or economic agreement-based grant projects have been implemented in the organization over the past 3-5 years and what are their main scientific results?*

❖ *Where and in what form have the results obtained within the framework of these grant projects (scientific article, patent, monograph, technology or practical recommendation) been implemented or put into practice?*

❖ *How have the results of grant projects been reflected in the dissertations, scientific publications and innovative activities of postgraduate students?*

Supporting evidence(s):

✓ *List and copies of scientific articles published within the framework of grant projects, patent and utility model documents, monographs and scientific collections, acts of introducing technology or practical recommendations, a reference indicating their connection with dissertations.*

29. CRITERION: Creation of access to local and international information and databases (Scopus, Web of Science or other generally recognized indexed databases of journals) (hereinafter referred to as indexed databases) !

Note: *The educational organization is assessed for the availability of Scopus, Web of Science and other international databases, the establishment of a methodological support system for their effective use, the assessment of the effectiveness of use, and the updating of the list of current scientific sources.*

29.1. INDICATOR

The educational organization has access to indexed databases

Supporting questions:

❖ *Which indexed databases (for example, Scopus, Web of Science, IEEE, Springer, etc.) are available in the higher education organization?*

❖ *What documents determine the procedure and conditions for the use of these indexed databases by researchers and academic supervisors?*

❖ *How is the level of use of indexed databases and their impact on scientific and educational activities monitored and analyzed?*

Substantiating evidence(s):

✓ *Information(s) on the availability of access.*

29.2. INDICATOR

Instructions (instructions) on the use of information resources, including indexed databases, have been developed and seminars and trainings have been held

Supporting questions:

❖ *What instructions (instructions) on the use of information resources, including indexed databases, have been developed and approved by what documents?*

❖ *For whom, on what topics and at what frequency were trainings and seminars organized based on these guidelines?*

❖ *How was the impact of the conducted seminars and trainings on improving the skills of using information resources monitored and analyzed?*

Supporting evidence(s):

✓ *Internal document on the use of indexed databases;*

✓ *Information on conducted training seminars and trainings.*

29.3. INDICATOR

Access to indexed databases (IP address, login, corporate account or others) has been created for researchers and scientific supervisors (consultants)

Supporting questions:

❖ *Which indexed databases have been created for researchers (IP address, login, corporate account or others)?*

❖ *What procedures and mechanisms are used to provide, manage and ensure information security of this access?*

❖ *How was the level of use of access to indexed databases and their impact on scientific and educational activities monitored and analyzed?*

Supporting evidence(s):

✓ *Database web pages (IP address, login, corporate account).*

29.4. INDICATOR

Scientific articles published in indexed databases and analyses of published scientific articles and their citation rates by searchers and scientific supervisors (consultants)

Supporting questions:

❖ *Which scientific articles were published in indexed databases by scientific researchers?*

❖ *Which databases and criteria were used to analyze published scientific articles and their citation rates?*

❖ *How were the results of the analysis of scientific articles and citation rates taken into account in the policy for the development and promotion of scientific activity?*

Supporting evidence(s):

✓ *Conducted analytical data and relevant tables.*

29.5. INDICATOR

An analysis was conducted of researchers and scientific supervisors (consultants) with a Hirsch index (h-index) of five or higher, an indicator determining the international recognition of scientific results, and a system of financial incentives was introduced for them

Supporting questions:

❖ *How were researchers and scientific supervisors (consultants) with a Hirsch index (h-index) of five or higher identified and recorded?*

❖ *What databases and indicators were used to analyze this category of researchers and scientific supervisors (consultants)?*

❖ *What mechanisms were used to implement the system of financial incentives for researchers and scientific supervisors (consultants) with a high Hirsch index, and how was its effectiveness assessed?*

Substantiating evidence(s):

✓ *Internal document(s) on the evaluation of the results of the conducted analytical data and scientific activities and material incentives.*

29.6. INDICATOR

An analysis was conducted and reports were kept on the effectiveness of the use of information resources, including indexed databases

Supporting questions:

❖ *On the basis of what criteria and indicators was the effectiveness of the use of information resources, including indexed databases, analyzed?*

❖ *What statistical data (number of accesses, downloads, user categories, etc.) was analyzed in the process of assessing the effectiveness of use, and from what sources was this data obtained?*

❖ *Based on the results of the analysis, what measures were identified to improve the use of information resources, and what reports and documents were they formalized with?*

Substantiating evidence(s):

✓ *Conducted analytical data and relevant tables.*

30. CRITERION: Implementation of an information system for detecting plagiarism in scientific and publishing activities and regular reporting !

Note: *The educational organization is studying and assessing whether an information system for detecting plagiarism has been implemented, scientific works are regularly checked, reports are kept based on the results, and necessary measures are taken.*

30.1. INDICATOR

Anti-plagiarism system is implemented in scientific and publishing activities*

Supporting questions:

❖ *What anti-plagiarism system has been introduced in scientific publishing activities and what documents determine the procedure for its application?*

❖ *At what stages and under whose responsibility is the process of anti-plagiarism verification of scientific works and publications carried out?*

❖ *How is the effectiveness of the application of the anti-plagiarism system and its impact on ensuring academic integrity monitored and analyzed?*

Supporting evidence(s):

✓ *Information on the introduction of the anti-plagiarism system.*

30.2. INDICATOR

An internal procedure (instruction) for detecting plagiarism has been developed and approved

Supporting questions:

❖ *On what regulatory and legal basis was the internal procedure (instruction) for detecting plagiarism developed and approved by what documents?*

❖ *What specific procedures and criteria are established in this internal procedure for detecting, documenting and reviewing plagiarism?*

❖ *What monitoring and control mechanisms are used to ensure compliance with the requirements of the internal procedure (instruction) and its practical application?*

Supporting evidence(s):

✓ *Officially implemented procedure (instructions) on the anti-plagiarism system.*

30.3. INDICATOR

All dissertations, monographs, scientific articles and theses are checked through the anti-plagiarism system

Supporting questions:

❖ *On the basis of what procedures and documents are all dissertations, monographs, scientific articles and theses checked through the anti-plagiarism system established?*

❖ *How are the stages of conducting anti-plagiarism checks, responsible persons and the procedure for formalizing the results determined?*

❖ *What measures are taken in cases identified based on the results of anti-plagiarism checks and how is this process monitored?*

Supporting evidence(s):

✓ *Information on the establishment of a check in the anti-plagiarism program.*

30.4. INDICATOR

Reports on the results of the check are formed and a database is maintained

Reports on the results of the check are formed and a database is maintained

Supporting questions:

❖ *In what order are reports formed based on the results of the check to identify anti-plagiarism and (or) plagiarism?*

❖ *By what mechanisms is the database of the results of the check maintained (storage, updating, systematization)?*

❖ *What management decisions are made to ensure academic integrity and improve scientific and publishing activities based on the formed reports and the database?*

Supporting evidence(s):

✓ *Reports on the checks conducted by the anti-plagiarism program.*

30.5. INDICATOR

There is an action plan for analyzing and preventing plagiarism cases

Supporting questions:

❖ *In what order was the action plan for analyzing and preventing plagiarism cases developed and with what documents was it approved?*

❖ *What specific measures have been established within the framework of this plan to identify, analyze and prevent cases of plagiarism?*

❖ *What monitoring and evaluation mechanisms will determine the implementation of the action plan and its impact on reducing cases of plagiarism?*

Supporting evidence(s):

✓ *Action plan and its implementation.*

30.6. INDICATOR

Annual reports on the average similarity percentage and trends of scientific works have been prepared

Supporting questions:

❖ *How was the average similarity percentage of scientific works and its annual dynamics determined?*

❖ *What data and criteria were used in the analysis of the similarity percentages and their trends in scientific works in the annual reports?*

❖ *What measures have been established to reduce the level of similarity and strengthen academic integrity based on the results of the prepared annual reports?*

Supporting evidence(s):

✓ *Annual analytical reports on the results of anti-plagiarism checks*

VII. Researcher Support Area

Note: *Activities aimed at analyzing researchers' feedback, organizing educational and career counseling and support services, creating conditions for socially disadvantaged, disadvantaged, and talented researchers, as well as improving the effectiveness of work with young people and preventing crime are evaluated.*

31. CRITERION: Monitoring of researchers' feedback on educational services and taking improvement measures based on their results

Note: *The educational organization regularly studies the feedback from researchers on the quality of education, and based on their results, measures to improve the educational process are studied and evaluated.*

31.1. INDICATOR

Regular surveys are conducted to determine the satisfaction of researchers

Supporting questions:

- ❖ *How regularly (how many times a year) are surveys conducted to determine the level of satisfaction of researchers (PhD, DSc, independent researchers)?*
- ❖ *Do the survey questions cover the quality of scientific supervision, scientific infrastructure, educational process and support for scientific activities?*
- ❖ *Are the survey results analyzed and based on them, specific measures are taken to improve the educational process or scientific activities?*

Supporting evidence(s):

- ✓ *Information on surveys conducted to determine student satisfaction.*

31.2. INDICATOR

Online and traditional methods are used to collect feedback

Supporting questions:

- ❖ *What online platforms and traditional forms are used to collect feedback from students, academic supervisors, and Academic Supervisors (consultants)?*
- ❖ *How is the frequency of the feedback collection process and the responsible unit (or person) determined?*
- ❖ *How are the collected feedback analyzed and taken into account in improving educational programs?*

Supporting evidence(s):

- ✓ *Information on the availability of online questionnaires and links.*

31.3. INDICATOR

A commission or group responsible for analyzing student opinions has been established

Supporting questions:

- ❖ *Has a commission or working group responsible for collecting and analyzing student opinions been established, and are its composition and powers confirmed by an official document?*
- ❖ *How systematically and documented is the process of collecting student opinions (questionnaires, questionnaires, appeals, meetings) and analyzing them?*
- ❖ *Have specific measures been developed and implemented to improve the educational process based on the results of analyzing student opinions?*

Supporting evidence(s):

✓ *A document confirming the composition of the commission (working group).*

31.4. INDICATOR

Analytical reports based on survey results are prepared and submitted to the responsible unit(s)

Supporting questions:

- ❖ *For what purpose and among whom were the surveys conducted?*
- ❖ *What analytical conclusions and recommendations were developed based on the survey results?*
- ❖ *To which responsible units and in what order were the prepared analytical reports submitted?*

Substantiating evidence(s):

✓ *Analytical reports based on the results of a survey conducted in an educational organization.*

31.5. INDICATOR

The results of feedback studies are taken into account in improving research processes

Supporting questions:

- ❖ *In what forms (survey, interview, meeting, electronic platform) is feedback collected and how is its regularity ensured?*
- ❖ *What specific changes have been made to research topics, work plans, scientific seminars, methodological guidelines or management processes as a result of the analysis of the collected feedback?*
- ❖ *How are decisions made on the basis of feedback and their implementation documented and communicated to stakeholders?*

Supporting evidence(s):

✓ *Internal orders or orders to improve research activities.*

32. CRITERION: Educational and methodological trainings on the organization of scientific and research activities are organized for researchers

Note: *Educational and methodological trainings, seminars and master classes are regularly organized in the educational organization in order to develop skills in the effective organization and implementation of scientific and research activities, and their effectiveness is studied*

32.1. INDICATOR

A plan for educational and methodological trainings on the organization of scientific and research activities has been developed and approved

Supporting questions:

❖ *Has an annual (or for the academic year) plan for educational and methodological trainings aimed at organizing scientific and research activities been developed and approved in the appropriate manner?*

❖ *Does the training plan clearly define the purpose, topics, duration, responsible units and participants of the training?*

❖ *Are the educational and methodological trainings envisaged in the plan aimed at the effective organization of postgraduate educational processes and scientific and research activities?*

Supporting evidence(s):

✓ *Educational and methodological training plan.*

32.2. INDICATOR

Regular trainings, seminars or master classes have been held for applicants in the last 3 years

Supporting questions:

❖ *What types of trainings, seminars or master classes have been held for applicants in the last 3 years and what areas did they cover?*

❖ *How regularly were these events organized and what was the coverage of applicants in them?*

❖ *Were internal specialists or external experts (foreign professors, representatives of scientific centers) involved in organizing the events and how were the results evaluated?*

Supporting evidence(s):

✓ *Information on the conducted training seminars and trainings.*

32.3. INDICATOR

Research fellows, academic supervisors (consultants), and external experts participated in the trainings

Supporting questions:

❖ *What categories of researchers participated in the trainings and did their academic supervisors actively participate?*

❖ *Were experts external to the higher education or scientific organization involved in the trainings and what was their role?*

❖ *To what extent did these trainings contribute to improving the quality of the dissertation topic, research methodology, or scientific results of the students?*

Supporting evidence(s):

✓ *References on the participation of students, scientific supervisors (consultants), and external experts in the trainings.*

32.4. INDICATOR

Analytical data on the positive results of scientific research activities as a result of the trainings were formed

Supporting questions:

❖ *In which areas of scientific research activities did the trainings for postgraduate students and researchers have a positive impact (articles, projects, patents, grants, etc.)?*

❖ *How did the scientific results of the participants in the trainings (number of publications, participation in scientific projects, dissertation stages) change before and after the training?*

❖ *Was an analytical assessment of the effectiveness of the trainings conducted and were conclusions drawn based on the results of this assessment for management or scientific activities?*

Supporting evidence(s):

✓ *Analytical data on positive results in research activities as a result of training*

33. CRITERION: Establishment of adequate research advisory and support services for researchers

Note: *The educational organization studies whether researchers are provided with scientific, social and psychological counseling and support services, and whether the effectiveness of career services is regularly monitored and improved.*

33.1. INDICATOR

Counseling services for social, academic and psychological support of researchers are available

❖ *What structural structure and mechanisms are used to establish a system for counseling researchers on social, academic and psychological support?*

❖ *What types of services (academic counseling, psychological counseling, support on social issues) are provided for researchers within the framework of this counseling system?*

❖ *How is the effectiveness of the use of the counseling system and its impact on the success and well-being of researchers monitored and analyzed?*

Supporting evidence(s):

✓ *Information and internal document(s) on support services.*

33.2. INDICATOR

Social protection and material assistance measures are systematically implemented

Supporting questions:

❖ *What regulatory and legal documents regulate the mechanisms for providing social protection and material assistance to doctoral students and independent researchers in the organization?*

❖ *In what order and from what sources have scholarships, material assistance, grants or compensation payments been made to doctoral students (PhD, DSc) and independent researchers over the past 2–3 years?*

❖ *Does the organization have a monitoring, reporting and accountability system to ensure the effectiveness and continuity of social protection and financial assistance measures?*

Supporting evidence(s):

✓ *Information on the provision of social protection and financial assistance.*

33.3. INDICATOR

Advisory services are improved based on feedback from applicants

Supporting questions:

❖ *By what methods are applicants' feedback on academic supervision, consultation and advisory services regularly collected?*

❖ *What specific changes or improvements have been introduced in advisory services based on the analysis of the feedback received?*

❖ *How is the effectiveness of the improved advisory services evaluated and is there a feedback mechanism?*

Supporting evidence(s):

✓ *Information on the improvement of advisory services.*

34. CRITERION: Existence of a procedure for protecting the rights of researchers and considering their complaints

Note: The educational organization examines whether there is a clear procedure for protecting the rights of researchers, considering complaints and

appeals, and an effective monitoring system, and whether improvement measures have been taken based on their results.

34.1. INDICATOR

The procedure for ensuring the rights and freedoms of researchers is established

Supporting questions:

❖ *Does the organization have a regulatory legal act that defines the rights and obligations of researchers and has it been approved?*

❖ *How are the rights of applicants ensured in practice?*

❖ *Has a mechanism for appealing, filing a complaint and considering it in case of violation of the rights of applicants been established and is it applied in practice?*

Substantiating evidence(s):

✓ *Document(s) on the procedure for ensuring the rights and freedoms of applicants.*

34.2. INDICATOR

A system for receiving complaints and appeals has been established

Supporting questions:

❖ *What official channels have been introduced for receiving complaints and appeals and what document has confirmed them?*

❖ *In what order are received complaints and appeals registered, considered and what is the deadline for responding to the applicant?*

❖ *What documents are used to confirm the decisions made on appeals in the recent period and their implementation?*

Substantiating evidence(s):

✓ *Information on the establishment of a system for receiving complaints and appeals and supporting documents.*

34.3. INDICATOR

There are open information channels (online/traditional) for receiving appeals and complaints

Supporting questions:

❖ *What online and traditional information channels have been introduced in the organization for receiving appeals and complaints and to whom are they open?*

❖ *Is the procedure for receiving, registering and considering appeals and complaints established by internal regulatory documents?*

❖ *Is a responsible structure (or responsible person) for applications and complaints determined and are the deadlines for responding to applicants ensured in practice?*

Supporting evidence(s):

✓ *Information on the available open information channels (online/traditional) for receiving applications and complaints.*

34.4. INDICATOR

The deadlines and procedure for considering applicants' applications are observed

Supporting questions:

❖ *What internal regulatory document regulates the procedure for receiving, registering and considering written and electronic applications of applicants?*

❖ *Are specific deadlines for considering applications established and what documents confirm that these deadlines are actually observed?*

❖ *Is there a mechanism for responding to applicants based on the results of applications and to what extent is this process carried out systematically?*

Supporting evidence(s):

✓ *Information on the deadlines and procedure for considering received applications are observed*

34.5. INDICATOR

Decisions on complaints and appeals are officially documented

Supporting questions:

❖ *Is the procedure for receiving, considering and making decisions on complaints and appeals in the organization established by an internal regulatory document?*

❖ *Are decisions made on received complaints and appeals formalized in writing and recorded in relevant documents?*

❖ *Is it confirmed that the author of the complaint or appeal was given an official response to the decision made in the prescribed manner?*

Supporting evidence(s):

✓ *Documents confirming the decisions on complaints and appeals.*

VIII. Material and technical support direction

Note: The activity is evaluated to assess whether the buildings, laboratories, practical training rooms, library and information and communication infrastructure necessary for the effective organization of the educational process are equipped in accordance with the requirements of educational programs and are constantly updated, and whether the material and technical base meets the needs of students and the requirements of the labor market, and whether modern technologies can be used in the educational process

35. CRITERION: The level of provision of scientific and experimental laboratories and areas, their provision with modern equipment, equipment, inventory, techniques, raw materials, etc. and their use is assessed !

Note: The presence of sufficient conditions for effective research activities, the provision of modern equipment, equipment, inventory, techniques and consumables, and their effective use by students and researchers are studied.

35.1. INDICATOR

There are special scientific and experimental laboratories and areas (testing grounds) for scientific and research activities

Auxiliary questions:

❖ *Are scientific and experimental laboratories and/or test sites sufficient and directly used for conducting scientific research in the areas of postgraduate education (PhD, DSc)?*

❖ *Do the existing laboratories and test sites comply with modern scientific and technical requirements and scientific topics specified in the educational programs?*

❖ *Is the use of laboratories and test sites organizationally formalized and confirmed by scientific results?*

Supporting evidence(s):

✓ *Regulations and passports of scientific laboratories.*

35.2. INDICATOR

Laboratories and scientific sites (test sites) are equipped with equipment, facilities and inventory*

Supporting questions:

❖ *Are laboratories and test sites available and are they appropriate for the areas of the educational program?*

❖ *Is the existing equipment and facilities sufficient to fully carry out scientific and research work and in working condition?*

❖ *Are the laboratories and test sites actually used by doctoral students and researchers?*

Supporting evidence(s):

✓ *List of equipment, facilities and inventory.*

35.3. INDICATOR

A system for the technical condition, calibration and/or maintenance of equipment is in place

Supporting questions:

❖ *Does the organization have a system for continuous monitoring and documentation of the technical condition of equipment used in research and education?*

❖ *Are calibration or inspection work carried out at regular intervals on equipment requiring metrological control?*

❖ *Are there internal procedures or contracts with external organizations for the provision of service for equipment (repair, preventive maintenance, spare parts supply)?*

Supporting evidence(s):

✓ *Information on the establishment of a metrological service and service system.*

35.4. INDICATOR

The use of laboratory equipment by doctoral students, independent researchers and scientific supervisors (consultants) is regularly ensured

Supporting questions:

❖ *On the basis of which internal documents (statutes, regulations, orders) is the use of laboratory equipment by doctoral students and independent researchers organized and familiarized with them?*

❖ *In what order is the process of using laboratory equipment (schedule, permit, responsible persons) carried out and what documents confirm the regularity of this process?*

❖ *How is the participation of scientific supervisors (consultants) in laboratory experiments and the joint use of equipment organized in practice and in what documents is this situation reflected?*

Supporting evidence(s):

✓ *Information on the availability of equipment in laboratories.*

35.5. INDICATOR

A system for providing raw materials, materials and reagents for scientific activities is in place and regularly updated

Supporting questions:

❖ *Does the organization have a defined internal system (regulations, procedures, instructions) for planning, purchasing and accounting for raw materials, materials and reagents necessary for scientific research?*

❖ *Has the provision of raw materials, materials and reagents to scientific laboratories and research units been carried out regularly over the past 2–3 years and is this process confirmed by documents?*

❖ *Is the nomenclature (list) of raw materials, materials and reagents periodically reviewed and updated based on the needs of scientific activities?*

Supporting evidence(s):

✓ *Information on the provision of the necessary raw materials, materials and reagents for scientific laboratories.*

36. CRITERION: Availability of practical bases and laboratories necessary for conducting research or establishment of use of bases of industrial partners and other educational organizations

Note: *Based on the requirements of doctoral education programs, the availability of necessary bases and laboratories for organizing scientific research and projects, and establishment of cooperation with industrial partners and other educational organizations to expand practical opportunities are studied.*

36.1. INDICATOR

The necessary base and infrastructure for scientific research are available

Supporting questions:

❖ *Does the organization have modern laboratories, scientific equipment and technical means for conducting scientific research and to what extent do they cover the needs of current educational and scientific programs?*

❖ *To what extent is the use of the information and resource base (electronic library, scientific databases, Internet) provided in the process of conducting scientific research?*

❖ *Is the permanent and regulated use of scientific infrastructure (laboratories, scientific centers, experimental and testing bases) organized for doctoral students and independent researchers?*

Substantiating evidence(s):

✓ *Information on the necessary base and infrastructure for existing scientific research.*

36.2. INDICATOR

Laboratories corresponding to specialties are operating

Supporting questions:

❖ *Are there laboratories directly corresponding to the specialty of this educational program (PhD/DSc) and are they operating on a permanent basis?*

❖ *Are the laboratories actually involved in the process of scientific research and training of doctoral students (independent researchers)?*

❖ *Are the laboratories equipped with modern equipment, regulatory documents, and qualified personnel?*

Supporting evidence(s):

✓ *Charter on the suitability of scientific laboratories for their specialties.*

36.3. INDICATOR

Laboratory equipment is in working condition and is it constantly updated

Supporting questions:

❖ *How is the working condition of the equipment available in the laboratories monitored and is this process documented?*

❖ *Has laboratory equipment been updated, modernized, or purchased in the last 3–5 years?*

❖ *How is it confirmed that laboratory equipment is regularly used in educational and scientific research processes?*

Supporting evidence(s):

✓ *Information on the working condition and updating of laboratory equipment.*

36.4. INDICATOR

Contracts with industrial partners for research and internships have been concluded

Supporting questions:

❖ *With which industrial organizations have contracts been concluded to organize research work or internships for postgraduate students (PhD/DSc/research interns)?*

❖ *Do the concluded contracts specify clear obligations, deadlines, and responsibilities of the parties for research, experimental work, practice, or internships?*

❖ *Is there any actual work (PhD/DSc research, internships, reports, acts) carried out under these contracts over the past 3 years?*

Supporting evidence(s):

✓ *Agreements with industry partners.*

36.5. INDICATOR

Analysis of research results is used to improve the educational process

Supporting questions:

❖ *How are research results analyzed and by which structure (department, academic council, department) are these analyses carried out?*

❖ *What specific changes have been made to educational programs based on the research results?*

❖ *How is the effectiveness of using research results assessed and how do the results affect the subsequent educational process?*

Supporting evidence(s):

✓ *Certificates of use of research results in educational processes.*

37. CRITERION: The availability of scientific sources in the field of research, based on the nature of the specialty and the number of students, and their provision with electronic resources in accordance with the established requirements !

Note: *The number of students, based on the specialty, is assessed for the sufficient availability of scientific sources, literature, electronic databases and information resources in the field of research and their compliance with the established requirements.*

37.1. INDICATOR

There is a fund of modern scientific sources in specialties

Supporting questions:

❖ *Has a fund of modern scientific literature (books, monographs, scientific journals) been formed in the specialties of postgraduate education published over the past 5-10 years?*

❖ *Is there access to international scientific databases (Scopus, Web of Science, etc.) and electronic resources for doctoral students and independent researchers?*

❖ *Has a mechanism (order, plan or procedure) been introduced for regular updating of the scientific resource fund, accounting for its use and use in education and dissertation research?*

Substantiating evidence(s):

✓ *Information on the availability of the scientific resource fund.*

37.2. INDICATOR

Access to scientific journals, dissertations and statistical data is provided for researchers

Supporting questions:

❖ *Do researchers have access to scientific journals and databases (national and international) free of charge or on a contractual basis?*

❖ *Is there an electronic or printed fund of dissertations, abstracts and scientific reports and is the procedure for working with them established?*

❖ *Are organizational and technical conditions created for the use of statistical data (National Statistics Committee, line ministries, open data portals)?*

Supporting evidence(s):

✓ *Information on the creation of access to scientific journals, dissertations and statistical data for researchers.*

37.3. INDICATOR

A scientific electronic and/or traditional library operates in the educational organization

Supporting questions:

❖ *Is an electronic and/or traditional library supporting scientific activities officially established in the educational organization and is its activity carried out on an ongoing basis?*

❖ *Does the library fund provide access to scientific literature, dissertations, scientific journals, and electronic databases necessary for doctoral students and independent researchers?*

❖ *Are there calculations or statistics confirming the actual use of library services (educational literature, electronic resources, scientific databases) by users?*

Supporting evidence(s):

✓ *information on the availability of an electronic and/or traditional library.*

37.4. INDICATOR

Scientific sources and electronic resources are constantly updated and adapted to the needs of researchers

Supporting questions:

❖ Does the scientific library fund contain a sufficient amount of scientific literature on all basic doctoral, doctoral and independent research specialties available in the organization?

❖ On what mechanism and from what sources has the scientific library fund been updated over the past 3 years?

❖ Do doctoral students and scientific researchers have access to international scientific information and resource databases (Scopus, Web of Science, etc.)?

Supporting evidence(s):

✓ *inventory of the library fund and update schedule.*

37.5. INDICATOR

A statistical analysis of the use of electronic databases by researchers and scientific supervisors (consultants) is conducted

Supporting questions:

❖ Are indicators of the use of scientific databases (Scopus, Web of Science, Google Scholar, etc.) by researchers systematically recorded?

❖ Is an analysis conducted among researchers on scientific sources (articles, monographs, dissertations) obtained through the library and electronic resources?

❖ Are the results of the activity of using scientific sources evaluated in relation to the scientific activities of researchers (articles, dissertation chapters, reports)?

Supporting evidence(s):

✓ *statistics on the use of library and electronic resources;*

✓ *internal documents indicating measures and proposals based on monitoring results*

37.6. INDICATOR

Instructions and manuals for users in the information and educational environment have been developed and are being used in practice

Supporting questions:

❖ *Have clear instructions and manuals been developed and approved for users (doctoral students, researchers, scientific supervisors) on using the information and educational environment?*

❖ *Are these instructions and manuals posted on the information and educational environment (official website, LMS platform, internal portal) and freely accessible to users?*

❖ *Is the practical use of the instructions and manuals confirmed by evidence (in training sessions, registration, scientific activities, reporting processes)?*

Substantiating evidence(s):

✓ *Information on the instructions and manuals developed for using the information and educational environment and their practical use.*

38. CRITERION: Adaptation of buildings and equipment for inclusive education, availability of special educational materials, access to information and communication tools

Note: *The educational organization examines whether the infrastructure and learning environment for persons with disabilities is adapted, and equal access to buildings, equipment, information resources and educational materials is created*

38.1. INDICATOR

The educational organization has ramps, elevators and special toilets

Supporting questions:

❖ *Are ramps or alternative entrances for persons with disabilities installed in the main educational and scientific buildings of the educational organization and do they comply with current building codes?*

❖ *Are there elevators or lifting devices that can be used by persons with disabilities in multi-storey buildings and are they in constant working condition?*

❖ *Are there special toilets adapted for persons with disabilities on the territory and in the buildings of the educational organization and are they in a suitable condition for use?*

Supporting evidence(s):

✓ *Information on the material and technical base of the educational organization and the technical passport of buildings and structures or the acceptance certificate*

38.2. INDICATOR

Accessibility of access and movement to the educational organization is ensured

Supporting questions:

❖ *Is there safe and convenient access (ramp, elevator, special corridor) to the territory of the educational organization for all students, including persons with disabilities?*

❖ *Is free and unhindered movement within educational buildings to auditoriums, laboratories, libraries and other infrastructure facilities ensured?*

❖ *Are there internal regulatory documents and responsible persons in place to ensure accessibility in the educational organization?*

Supporting evidence(s):

✓ *Information on the accessibility created for access and movement in the educational organization.*

38.3. INDICATOR

Auditoriums are equipped with special equipment for people with disabilities

Supporting questions:

❖ *Are there special technical means (ramp, elevator, special desk, loudspeaker, etc.) in the auditoriums of a higher education or scientific organization that ensure access, movement and education for people with disabilities (people with disabilities)?*

❖ *Are these auditoriums documented in internal documents (plan, order, act) on their adaptation for people with disabilities and are they being used in practice?*

❖ *Has a department or person responsible for equipping the auditoriums with special equipment been identified and is this reflected in the material and technical base documents?*

Substantiating evidence(s):

✓ *Information on the equipment of educational auditoriums with special equipment for people with disabilities.*

38.4. INDICATOR

The educational institution has special educational materials (Braille or audio materials)

Supporting questions:

❖ *Are there specially adapted educational materials (including resources in Braille or electronic alternatives) for doctoral students and independent researchers with disabilities (vision, hearing, mobility limitations)?*

❖ What is the status of provision of special technical means (screen reading programs, audio devices, adapted computer equipment, etc.) that can be used by students with disabilities in the educational and research process?

❖ Are the procedures for using these special materials and assistive technology tools, the responsible unit or persons determined, and are there internal documents on this?

Supporting evidence(s):

✓ *approved list of special educational materials and equipment (Braille books, visual aids, special devices).*

38.5. INDICATOR

Special information and communication technologies and assistive devices introduced

Supporting questions:

❖ Are electronic resources and ICT tools (audio lessons, subtitled video lectures, materials in Braille) used in the educational process for students with disabilities (people with hearing, vision, mobility restrictions) available and being used in practice?

❖ Are distance and e-learning platforms (LMS, electronic library, video lecture database) within the framework of postgraduate education programs adapted to the requirements of inclusion (subtitles, voice reading, contrast mode, keyboard control)?

❖ Have special technical and software tools (screen readers, audio conversion, Braille printer or mechanisms for using external services) been introduced to ensure inclusive education and have responsible persons been identified for them?

Supporting evidence(s):

✓ *List of ICT and electronic resources (audio-video materials, subtitles, Braille) and internal instructions on how to use them.*

38.5. INDICATOR

Individual education plans have been developed for students with disabilities

Supporting questions:

❖ *Are there students with disabilities in the educational organization and are they officially registered?*

❖ *Has an individual education plan been developed and approved for this student(s)?*

❖ *Is the implementation of the individual education plan monitored and are the responsible persons identified?*

Substantiating evidence(s):

✓ *Individual education plan for students with disabilities*

CONCLUSION ON THE RESULTS OF THE INTERNAL ASSESSMENT

Based on the results of the internal assessment, the level of compliance of the educational organization with state educational standards, Institutional State Accreditation criteria, the national qualification framework and professional standards is clearly and concisely expressed.

For example: The educational organization was assessed as generally compliant with the current state educational standards and accreditation criteria.

The identified strengths of the educational organization, in particular, the main advantages, clarity and measurement of learning outcomes, orientation to the labor market, cooperation with employers and the potential of teachers, are briefly and clearly stated.

Identified weaknesses and risks (Weaknesses/Risks), i.e., aspects that do not fully meet standards or indicators, problems with resources, personnel or infrastructure, disparities in educational outcomes and implementation, as well as risks observed in graduate outcomes, are clearly and clearly indicated with clear reasons.

Information on the implementation of training outcomes, analysis of monitoring results, and graduates' employment or transition to further education (for PhD graduates) by level of achievement of educational outcomes is presented in brief figures.

A conclusion is drawn on the basis of the summarized results of the opinions of stakeholders (students, scientific supervisors (consultants), employers and graduates).

The Action Plan for improving the educational organization clearly identifies priority areas, key measures, and short- and medium-term changes.

Based on the results of the internal assessment, a general conclusion (Conclusion statement) is formed, expressing the official attitude of the educational organization. This conclusion sets out the internal assessment conclusion on recommending the educational organization for Institutional State Accreditation, recommending it subject to elimination of deficiencies, or revising it due to the need for improvement.

The units responsible for improvement work, the terms of subsequent internal monitoring, and the reassessment plan are briefly noted.

APPENDIX: FORM OF INTERNAL EVALUATION REPORT ON AN EDUCATIONAL ORGANIZATION

The internal evaluation report is formed in the following sequence:

1. Title page (*automatically formed by the platform*).
2. Table of contents (*automatically formed by the platform*).
3. Composition of the internal assessment commission members (*approved based on the provided **sample** and uploaded to the platform*).
4. General information about the educational organization (*automatically generated by the platform based on the provided **sample***).
5. Educational organization structure (*based on the provided **sample** and approved by the educational organization, uploaded to the platform*).
6. Analytical data used to form the assessment results for the assessment areas, criteria and indicators of Institutional State Accreditation (*the above **tables 1-12** are uploaded to the platform after being filled in*).

name of educational institution

"APPROVED"

_____ Full name

"__" _____ 202__-y.

"

"

on Institutional State Accreditation of an educational organization

INTERNAL EVALUATION REPORT

Date: ___/___/202__.

Area: _____.

Composition of the internal evaluation commission

№	FIO	Position

General information about the educational organization

Name:	
Year of establishment:	
Basis of organization:	<i>(normative legal document, license or others)</i>
Official email:	
Official website:	
Official phone number:	
Address (main):	
Address (additional):	
Information about the person responsible for state accreditation	
Full name:	
Position:	
Official email:	
Official work phone number:	

Structure of the educational organization

The organizational structure, divisions, departments, and other structural components of the educational organization are indicated. Branches or other structural legal (non-legal) structures of the educational organization are also indicated.

Table 1

**Information on the activities of the academic councils granting academic degrees under
_____ for the last 3 years***

(for the years 20__-20__)

№	Scientific councils number	Chairman of the Scientific Council, deputy chairman, scientific secretary	In scientific councils permanent specialties	In scientific councils one-time specializations	In 20__ number of protections		Of these Scientific in OTT researchers defenders number		Number of defenses in 20__		Of these Scientific in OTT researchers defenders number		20__ in the year protections number		Of these Scientific in OTT researchers defenders number		Note
					PhD	DSc	PhD	DSc	PhD	DSc	PhD	DSc	PhD	DSc	PhD	DSc	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1																	
2																	
3																	
...																	

* — The table is filled out based on the last 3 years of data and submitted to the Expert Commission with supporting documents for the information entered.

Table 2

Specializations available at the educational organization and the number of doctoral students studying in them *

№	Specialties		Number of doctoral students						
	cipher	name	Stage 1		Stage 2		Stage 3		Total
			Doctor.	Music research.	Doctor.	Music research.	Doctor.	Music research.	
1	2	3	4	5	6	7	8	9	10
Basic doctoral studies									
1									
2									
...									
	Total								
Doctorate									
1									
2									
...									
	Total								
	All								

* To be filled in based on the current year.

Table 3

Information about doctoral student accommodation and sports facilities at the educational organization

Doctoral students' accommodation place name	Total number of seats	Number of habitable spaces	Number of living doctoral students	Number of doctoral students in need of accommodation	Sports facilities		Condition of sports facilities	
					name	number	satisfactory	unsatisfactory
1	2	3	4	5	6	7	8	9
...								
Total								

Table 4

The state of organization of studies of doctoral students and independent researchers in post-secondary educational institutions *by specialty _____**
(specialty code and name)

№	Doctoral students Full name	Theoretical and methodological programs		
		When and by whom was it approved?	Conclusion of the monitoring or internal evaluation commission on the mastery of the program (mastered / partially mastered / not mastered)	Conclusion of the external evaluation commission on the mastery of the program*** (mastered / partially mastered / not mastered)
1	2	4	5	6
Basic doctorate				
1				
2				
3				
...				

* — information on each specialty available in the educational organization is filled in on a tabular basis;

** - supporting documents for the information included in the table are submitted to the Expert Commission.

*** - doctoral students are randomly selected by an expert committee during the external evaluation process.

Table 5

Information on the implementation of personal work plans of doctoral students* (for 20__-20__)
_____ by specialty**

(code and name of specialty)

№	Full name of doctoral students.	Stage of doctoral students' studies	Date of discussion of reports in the department, department, laboratory, etc. and the content of the decision (<i>passed/failed</i>)			Monitoring of doctoral students' activities and discussion of reports in the councils of higher education organizations or scientific (scientific and technical) councils of scientific research institutions Date and content of the decision (<i>passed/failed</i>)			Name and date of publication of monographs published on the results of dissertations in the socio-humanitarian and economic fields (only for DSc)
			20__ y.	20__ y.	20__ y.	20__ y.	20__ y.	20__ y.	
1	2	3	4	5	6	7	8	9	10
Basic doctoral studies									
1									
2									
3									
...									
Doctoral studies									
1									
2									
3									
...									

* — tabular data is compiled for each specialty available in educational organizations;

** — supporting documents for the data included in the table are submitted to the Expert Commission.

Table 6

Quality indicators of the scientific supervisor (scientific advisor) for the last 3 completed years and the results of their scientific and organizational activities*

№	Scientific supervisor (consultant) F.I.Sh.	Place of work	Scientific degree, title and specialty	Results of ongoing scientific research					Number of scientific articles in generally recognized scientific publications			Number of abstracts published at conferences		Hirsch index			Name of specialties of scientific supervisor (consultant)	Number of researchers under scientific supervision	Number of researchers defended during the term
				Number of scientific and technical projects participated in.**	Number of published monographs	Number of patents obtained	Number of developments applied in production	Number of other results obtained	In republican scientific journals	In foreign scientific journals	Scopus, Web of Science	At the republican level	In foreign countries	Web of science	Scopus	Google scholar			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Basic doctoral studies																			
1																			
2																			
3																			
...																			
Doctoral studies																			
1																			
2																			
3																			
...																			

* — supporting documents for the information included in the table are submitted to the Expert Commission;

** — scientific and technical projects implemented within the framework of state scientific and technical programs.

Table 7

By topics of doctoral dissertations and compliance of the conducted scientific and research work with the priority areas of scientific and technical and innovative development and socio-economic reforms of the republic*

by specialty**

(specialty code and name)

№	Topics of doctoral dissertations			
	Doctoral students FISH	Dissertation topic	When and by whom approved	Duration of inclusion in the Unified Electronic System
1	2	3	4	5
Basic doctoral studies				
1				
2				
...				
Doctoral studies				
1				
2				
...				
Independent research				
1				
2				
...				

* — tabular data is compiled for each specialty available in educational organizations;

** — supporting documents for the data included in the table are submitted to the Expert Commission.

Table 8

Information on the status of the implementation of scientific results into practice and their socio-economic effectiveness*
(for the years 20__-20__)

No	Name of doctoral specialties	Topic of dissertations applied to science, practice	Doctoral student's FISH.	Year of implementation	Name of implementing organization, enterprise, etc	Economic efficiency, soums	Commercialization of scientific work results (mln soums)	Note
1	2	3	4	5	6	7	8	9
Basic doctoral studies								
1								
2								
...								
Basic doctoral studies independent research								
1								
2								
Doctoral studies								
1								
2								
...								
Doctoral studies independent research								
1								
2								
...								

* — Filled in based on the data of the last 3 years and submitted to the Expert Commission with supporting documents for the information entered in the table.

Table 9

Information on scientific work according to personal work plans*
_____ by specialty (in 20__-20__)**
(code and name of specialty)

№	Doctoral students' Full name	Educational level	Number of articles in recognized scientific journals (with electronic references)			Number of published monographs	Number of patents obtained	Number of abstracts published at conferences		
			Republic	Foreign	Electronic scientific and technical publications			Republic	Foreign	Electronic scientific and technical publications
1	2	3	4	5	6	7	8	9	10	11
Basic doctoral studies										
1										
2										
...										
Doctoral studies										
1										
2										
...										
Basic doctoral studies independent research										
1										
...										
Doctoral studies independent research										
1										
2										
...										

* — data is entered into the table for the last 3 years for each specialty available in the educational organization.

** — documents substantiating the data are submitted to the Attestation Commission.

Table 10

**Information on the status of dissertation defense of doctoral students who have completed postgraduate education*
(by 20__-20__ years)**

№	Name of specialization	All										
		Intern-researcher			PhD					DSc		
		From the accepted list	From the accepted list		From the accepted list	From the accepted list			From the accepted list	From the accepted list		
			Entered PhD in the term	Entered basic doctoral studies (PhD) to date		Graduated	Defended in the term	Defended in the term		Defended in the term	Completed	Defended in the term
Defended in the term												
20__ year												
20__ year												

* — The table is filled in based on the data for the last 3 years and supporting documents for the information entered are submitted to the expert commission.

Table 11

The level of provision of scientific and experimental laboratories in the educational organization, the state of their provision with modern equipment*

№	Specialties		Availability of scientific and experimental laboratories			Provision with modern equipment, equipment, inventory, raw materials, etc		
	Code	name	available	partially	Not available	fully	partially	old
1	2	3	4	5	6	7	8	9
1								
2								
3								
...								

* To be filled in according to the current year.

Table 12

Information on the material and technical base of the educational organization

Current academic year	Information resource center											Computers					
	Area (sq.m.)	Number of seats	Number of scientific resources available in the information resource center in the field of research							Total number of computers, including those connected to the Internet	Creation of opportunities to use international databases such as Scopus, WoS	Total, of which the number connected to the Internet	Number of researchers using them	Number of special computers for conducting scientific work	Sufficient availability for conducting scientific research		
			Total scientific literature, of which	Dissertations	Abstracts	Monographs	Republican scientific journals	Foreign scientific journals	Other scientific resources						Sufficient	Not Sufficient	Not available
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
20__ -																	
20__ -																	

PLAN OF MEASURES TO IMPROVE THE EDUCATIONAL ORGANIZATION

No	Assessment area	Criteria	Identified problem or improvement need	Improvement measures	Implementation mechanism	Responsible unit / person	Implementation period	Required resources	Expected results



NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION

UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN

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